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ABSTRACT

These guidelines offer a philosophy, goals, and objectives for the development, implementation, and evaluation of a K-12 comprehensive health instruction program. Recommendations reflect current thinking of national, state, and local health educators. The material is aimed at local school district health curriculum committees and teacher preparation institutions. Following the foreword are a list of the North Dakota School Health Coalition members, the national health objectives for the year 2000, the guide's scope and sequence, and an introduction. This publication is organized into 11 chapters: (1) Implementation Guidelines; (2) General Resources; (3) Mental Health/Self-Concept; (4) Social Competency/Decision Making; (5) Chemical Education; (6) Family Life Education; (7) Disease Prevention, including recommendations for AIDS education implementation and curriculum development; (8) Community/Environmental Health; (9) Personal and Consumer Health; (10) Nutrition Education; and (11) Safety and First Aid. Goals and objectives are spelled out for each instructional level; resource material sources are provided with each chapter. (LL)

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COMPREHENSIVE HEALTH GUIDELINES
K-12

Edna Mortenson
Fargo Public Schools

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Dr. Wayne G. Sanstead, SUPERINTENDENT
North Dakota Department of Public Instruction
Bismarck, 1989

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NORTH DAKOTA
COMPREHENSIVE HEALTH GUIDELINES
K-12

Written and developed for the State of North Dakota

By

Edna (Babe) Mortenson
Fargo Public Schools

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FOREWORD

The goal of education continues to be to help our youth evolve into useful citizens. A healthy individual is a happier, more productive person. Therefore, a meaningful health education for all our youth is a vital component in a comprehensive educational experience. In addition, the development of a healthy lifestyle is essential not only for the individual, but to those that must work with him/her.

It is no longer enough for educators to talk about hygiene. It is also necessary for students to understand the roles that physical fitness, nutrition, and a positive self-concept play in a healthy individual. Studies continue to indicate the interrelationship of all aspects of a comprehensive health education program in producing positive changes in lifestyles, while these same studies indicate the ineffectiveness of a segmented health program.

Society and education have a history of waiting for a crisis before reacting. When we learned of our overweight youth--we developed nutrition programs; when we learned of our youth's problems with alcohol--we developed alcohol programs; now we learn of our youth's problems with sexually transmitted diseases--now we develop programs for family living. These programs, although well meaning, create a burden for an already overloaded curriculum in the schools. The only effective method of dealing with all of these demands, is through a comprehensive health education program created by each school district with community involvement and support.

Wayne G. Sanstead

Wayne G. Sanstead
Superintendent

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State of Rhode Island, Instructional Outcomes for AIDS Education and Instructional Guidelines for K-12 School Health Education

State of Wisconsin, A Guide to Curriculum Planning in Health Education

State of Minnesota, Department of Education

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ND Elementary School Principals Association

ND Education Association

ND School Boards Association

ND Branch of National Congress of Parents and Teachers

ND Association of Health, Physical Education, Recreation and Dance

ND Chapter of American Academy of Pediatrics

ND Academy of Family Physicians and ND Medical Association

Native Americans

Governor's Office

Children's Services Coordinating Committee

Interagency Committee on Chemical Health

Legislators

Department of Public Instruction

Department of Human Services

Vocational Home Economics

Special Education

ND High School Coaches Association

ND Conference of Churches

ND State Department of Health and Consolidated Laboratories

Representatives From Commodity Groups, Colleges, Community Health Nurses, and Teachers (Secondary and Elementary)

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NATIONAL HEALTH OBJECTIVES FOR THE YEAR 2000

Priority Areas:

1. Reduce Tobacco Use
2. Reduce Alcohol and Other Drug Abuse
3. Improve Nutrition
4. Increase Physical Activity and Fitness
5. Improve Mental Health and Prevent Mental Illness
6. Reduce Environmental Health Hazards
7. Improve Occupational Safety and Health
8. Prevent and Control Unintentional Injuries
9. Reduce Violent and Abusive Behavior
10. Prevent and Control HIV Infection and AIDS
11. Prevent and Control Sexually Transmitted Diseases
12. Immunize Against and Control Infectious Diseases
13. Improve Maternal and Infant Health
14. Improve Oral Health
15. Reduce Adolescent Pregnancy and Improve Reproductive Health
16. Prevent, Detect, and Control High Blood Cholesterol and High Blood Pressure
17. Prevent, Detect, and Control Cancer
18. Prevent, Detect, and Control Other Chronic Diseases and Disorders
19. Maintain the Health and Quality of Life of Older People
20. Improve Health Education and Access to Preventive Health Services
21. Improve Surveillance and Data Systems

SCOPE AND SEQUENCE

GRADE	MENTAL HEALTH SELF-CONCEPT	SOCIAL COMPETENCY SKILLS/ DECISION MAKING	DISEASE PREVENTION	CHEMICAL HEALTH EDUCATION	FAMILY LIFE EDUCATION
K	Being special/unique Feelings are natural	Friendships Choices in life Outside influences	Personal hygiene habits Caring for a cold Medicines vs. poisons	Safe use of medicines (chemicals) Chemicals have potential harm	Roles, responsibilities of a family Safe/unsafe relationships Body growth and development/ size, skills
1	Being unique Recognizing feelings Trust in self	Importance of friendships Making healthful choices	Comparison . . . being healthy/being ill Spread of disease Prevention of illness	Reasons for caution with medicine Common specific chemicals (caffeine, nicotine, alcohol)	Influence of families Caution with strangers Growth/physical changes
2	Positive self-concept Importance of health Expressing feelings	Influence of friendships Outside influences on self Skills for making choices	Definition of germs how transmitted Protection from germs	Definition of medicines, safe use, and safe places to obtain Medicines not always necessary Commonly misused chemicals	Family influences/choices/ rules Abuse prevention/touching Biological differences, females and males/plant, animal reproduction
3	Knowing one's abilities Awareness of feelings (self and others) Relating feelings to behavior	Behavior affects friendships Guidelines for healthy choices	Communicable (infectious) vs. noncommunicable (non-infectious) Disease prevention Promoting healthy lifestyle	Use and abuse of (safety) drugs Reasons drugs used, effects on body systems of prescription and nonprescription drugs (OTC) Caffeine, alcohol, tobacco, and marijuana information, effects	Family promotes physical, emotional health Growth and development (reproduction life cycle of living things)
4	Self-appraisal skills Understanding and dealing with emotions Influence of decisions on one's health	Getting along with others Utilizing problem-solving methods	Communicable (infectious) vs. noncommunicable (non-infectious)/ prevention Personal responsibility for avoiding/minimizing disease	Effects of drugs on body systems Legal implications, impact on individual and family Advertisements/media influence Positive alternatives to chemical abuse	Effects of families on self/attitudes Reproductive cycles of animals and humans Development of animals and humans reproductive system
5	Developing a positive self-concept Common human feelings Making healthy choices	Maintaining friendships through good communication skills Handling peer pressure: skills of decision making	Transmission of communicable diseases, facts and myths about communicable disease (include AIDS) Develop personal health plan for avoiding disease by avoiding harmful chemicals (tobacco, alcohol)	Benefits, potential harm of legal and illegal chemicals Media influence Ways to say NO: responsible vs. irresponsible	Family impact on each member's development Physical, mental, emotional maturation related to sexuality

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SCOPE AND SEQUENCE (continued)

GRADE	MENTAL HEALTH SELF-CONCEPT	SOCIAL COMPETENCY SKILLS/ DECISION MAKING	DISEASE PREVENTION	CHEMICAL HEALTH EDUCATION	FAMILY LIFE EDUCATION
6	Self-concept affects wellness Stress is natural Making positive health choices	Exploring friendships and learning new social skills Assertive skills with peers Developing goals	Immune system vs. disease process Positive vs. negative health behaviors (chemical abuse)	Alcohol, marijuana, tobacco use: harmful effects on individuals Using facts to make responsible decisions (avoiding peer pressure, alternatives)	Family promotes values and attitudes Changes in adolescence/ emotional, social Changes in adolescence/ physical Development/human, reproductive system
7 8	Positive attributes of oneself Behaviors that help/ hinder goal achieving Recognizing and coping with stress Signs of/prevention of depression, suicide	Communication/problem-solving skills with peers/family Decision-making skills consistent with family community values	Role of immune system Lifestyle factors which increase risk of disease (chemical use, sexually transmitted diseases [STD's], AIDS)	Risks involved with use, abuse of chemicals Drug terminology, classifications, legal implications Decision-making skills, assertive responses to pressure Family and community resources for referral/ treatment	Influence of families/need for communication/crises, change Family influences on emotional and social growth and development Physical growth/development/ changes/body needs Social relationships/ communication Sexual responsibility/assertiveness, decision making/ resources
9 10	Developing a positive self-concept Characteristics of mental health/ disorders Dealing with stress/ defense mechanisms Personal control/ responsibility for behavior	Effective communication skills Goal setting/decision-making skills Interacting/personal relationships/dating Group interaction skills	Diseases related to reproductive system/ transmission, prevention, treatment, help resources Diseases related to chemical use/prevention, treatment, help resources	Review terminology, classifications, resources, reasons of use Identifying symptoms, enablers of problem use/dangers of overdose Decision-making and assertive skills in social situations	Communication with parents/ family Communications/emotional expressions/responsibilities/conflict in dating relationship Development of reproductive system conception through birth Sexual behavior: responsibility, decisions, consequences
11 12	Developing healthy life plan Stress management skills	Healthful/responsible relationships Self-responsibility for wellness Effective communication in relationships Individual social responsibility	Communicable vs. non-communicable disease focus on STD's Positive health choices/plan concerning sexual/ chemical use	Review terminology, classifications, effects, influences Symptoms of use/problems for individual family and community Dealing with positive/ negative enablers: pressures/resources/ treatment/support	Spouse selection/marriage, parenting responsibilities Factors affecting reproductive processes/child development Agencies/organizations related to pregnancy, parenting, abuse, disease/skills for decisions

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SCOPE AND SEQUENCE (continued)

GRADE	PERSONAL AND CONSUMER HEALTH	NUTRITION	COMMUNITY AND ENVIRONMENT	SAFETY AND FIRST AID	PHYSICAL HEALTH
K	Rest, activity Grooming, posture Tooth care Health services	Food/nonfood items Balance/meals, snacks Cleanliness Variety of foods	Health helpers Health agencies	Home, school, poisons, pedestrians, getting help	See "Fitness" strand in Physical Education Guide
1	Hygiene, appearance Muscular development Brain, senses, heart Teeth: types/function Health helpers	Food and growth Healthy snacks and breakfasts Mealtime behavior	Health procedures/ instruments, immunizations	Passenger, fire, strangers, animals, emergency help	
2	Ways to grow Health choices Heart/major organs Plaque/tooth decay Health check-ups	Food groups Energy/use, storage Tooth decay/snacks High- low-fat foods	Clean home, school, neighborhood, community	Water, ice, bike, storms, electricity, burns, wounds, bites	
3	Hygiene, posture Physical activity Systems: skeletal, muscular/handicaps Teeth: Brush/floss Advertising information	Nutrients Food for energy Foods: influences Food choices	Healthy community Helpers/agencies Environment/define Pollution/define	Pedestrian, bike, vehicles, safety personnel	
4	Growth rates Inherited traits Systems: circulatory nervous Skin: care, function Selecting services	Nutrients/function Calories/obesity Nutrition problems Digestion Food needs vary	Services/workers Disease prevention Energy/sources, use Conserv./problems: water/sewage/trash	Home, fire, animal, poisons, bleeding, Recreational activities	
5	Diet, exercise Grooming, hygiene Systems: excretory, respiratory, digestive Dental care practices Advertising: quackery legitimate services	Classifications/food RDA varies Calorie intake Fats/fiber Caffeine	Health issues/service Personal influences Pollution: indoor/outdoor	Water, boat, falls, poisons, burns, choking	
6	Stress management Grooming, exercise Rest, nutrition Tobacco/oral cancer Systems: endocrine, immune Health products: influences, sources selection	Food groups/RDA Alcohol Nutrition labeling Foods: influences	Agencies/volunteer Treatment Health standards Pollutants: air, water, noise, insecticides, waste, radiation	Home, school, motors, babysitting, fractures, shock, unconscious, strokes, heart attacks	

SCOPE AND SEQUENCE (continued)

GRADE	PERSONAL AND CONSUMER HEALTH	NUTRITION	COMMUNITY AND ENVIRONMENT	SAFETY AND FIRST AID	PHYSICAL HEALTH
7-8	Stress management Fads, habits Skin problems/hygiene Dental, orthopedic Dependent systems Advertising methods Consumer protection	Digestion Athletes Anorexia/bulimia Ads/fads Positive eating plan Cholesterol/heart disease	Responsibilities: local/state/federal Disease control Health promotion Pollution: land, radon, carcinogens	Recreation vehicles, fire, smoking, burns, sprains, bleeding, CPR, poisons, services	See "Fitness" strand in Physical Education Guide
9-10	Lifestyle diseases Wellness: benefits, responsibility Growth rate/concerns Body mechanics Health information: sources, types Self-diagnosis	Dietary guidelines Output vs. intake Metabolic rate Food labels Positive diet/benefit Convenience/traditional foods	Community needs Programs/efforts Environment: lead, pesticides, mercury, asbestos Preservation	Risk taking, choking, CPR, motor vehicle	
11-12	Health influences Energy balance/diet Health careers Consumer protection Promotion/insurance Volunteer agencies	Budgeting meals Nutritional needs/ pregnancy, elderly, etc. Deficiency problems Diet/evaluation	Resources/agencies: volunteer, government, professional, protect, improve Planning for future	Accidents/economics, environment/hazards, CPR, dressings	

INTRODUCTION

INTENDED USE OF THIS GUIDE

This curriculum guide was designed to be used by a local district health education curriculum committee or health education coordinating team responsible for the development, implementation, and evaluation of a K-12 health instruction program. It is not a teaching guide. However, teachers responsible for health instruction at any grade level should find the philosophy, goals, objectives and other material provided in this publication useful as they plan their instructional programs.

In addition to being a resource guide for designing a K-12 health curriculum, it is hoped that these guidelines will be used by teacher preparation institutions for professional preservice preparation of elementary education majors and also prospective secondary level health teachers.

The K-12 comprehensive health guidelines offer recommendations reflecting the current thinking of national, state and local health education leaders. This document must be considered a living curriculum which is always subject to change and continuous improvement. The Department of Public Instruction welcomes suggestions for improving the guide from those using it throughout North Dakota.

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IMPLEMENTATION GUIDELINES

STATE HEALTH EDUCATION REQUIREMENTS

The Department of Public Instruction recommends a K-12 comprehensive health program. The Administrator's Resource Manual for North Dakota Schools lists the following requirements for health education:

Grade(s)	Time Allotment
K	up to each district
1	40 minutes per week
2	40 minutes per week
3	40 minutes per week
4	80 minutes per week
5	80 minutes per week
6	80 minutes per week
7-8	60 clock hours required in either grade 7 or 8, or 30 clock hours in each grade
9-12	minimum of 1/4 unit of credit shall be taught once every two years

The curriculum goals and objectives outlined in this guide can be implemented in various ways and in various classes. The following combinations are suggested to assure meeting the goals and objectives at recommended developmental levels and for greater prevention of unhealthy behaviors. (See insert on developmental characteristics on next page.) Individual district curriculum teams can choose the design that best fits their district's needs and combine or move around goals within the clusters, adding to or eliminating goals or objectives according to local needs at particular grade levels.

Cluster A Grades	Cluster B Grades	Cluster C Grades	Cluster D Grades
K	K	K	K
1-2	1	1	1
3-4	2	2	2
5-6	3	3	3
7-8	4	4	4
9-10	5	5	5
11-12	6	6	6
	7	7-9	7-8
	8	10-12	9-10
	9-12		11-12

Cluster E Grades	Cluster F Grades
K-2	K-3
3-4	4-6
5-6	7-9
7-8	10-12
9-12	

DEVELOPMENTAL CHARACTERISTICS OF CHILDREN AND YOUTH

AGE	PHYSICAL	COGNITIVE	SOCIAL	SELF	VALUES	SEXUALITY
5-7 YEARS	• girls ahead of boys in physical development and achievement • small muscle and eye-hand coordination developing • increasingly skillful with tools and materials • masters physical skills necessary for game playing • high energy level • physical skills important in influencing status with peers	• differentiates clearly between fantasy and reality • attention span by age 7 shows dramatic lengthening--has ability to shift attention • concepts are largely functional • can order objects on dimensions of size and quantity • memory good for concrete sequences (numbers) • is able to give more thought to judgments and decisions	• beginnings of empathy; sees others point of view • two or three best friends • play groups are small and of short duration • quarrels frequent, but short • beginning of conformity with peers (dress, language • peers become increasingly important • beginning of sex cleavage; less boy-girl interaction	• clarifies differences between adult and child • achieves independence in physical self-care • gaining practical knowledge necessary for everyday living • exploration is more goal directed • learning to forego immediate reward for delayed gratification	• sense of duty and accomplishment • evidence of values developing and resulting behavior may be expressed in extremes • beginning to accept there are rules, but does not understand the principles behind them	• strong interest in origin of babies • aware of sex differences • plays doctor • tends to be modest in front of opposite se • name calling includes words dealing with elimination
8-10 YEARS	• physical skills are gaining more importance influencing status with peers and self-concept • girls ahead of boys in physical development, taller, stronger, more skillful in small muscle coordination • high energy level • is able to take responsibility for personal hygiene • girls begin growth spurt toward end of this group • quiescent growth period for boys	• capable of prolonged interest • see similarities • can apply logical thought to practical situations • beginning to understand relationship of cause and effect • understands concept of money • understands concept of time; has ability to plan ahead	• intensification of peer group influence • cliques of the same sex • both boys and girls interested in hobbies • competition more common, with considerable boasting • overly concerned with peer imposed rules • antagonism between boys and girls leads to frequent quarrels • extreme energy expenditure in physical game playing	• conforms to sex role • achieving personal independence • aware of importance of belonging • self-sufficient, can do things independently inside and outside the home	• testing and questioning attitudes, values, belief systems; may result in conflict • adult role models give strong clues about acceptable behaviors • understands the reason for rules and behaves according to them • beginning to make value judgments about own behavior, set standards for self, accept responsibility for behavior	• wants more exact information • peers share sexual information and misinformation • most know about sexual intercourse • interest in sexual jokes • is sexually modest • expresses disinterest of opposite sex

AGE	PHYSICAL	COGNITIVE	SOCIAL	SELF	VALUES	SEXUALITY
11-13 YEARS	• boys begin growth spurt • adolescent growth spurt at peak for girls, with changes in body proportions • pubescent stage for girls; secondary sex characteristics continue to develop, breasts develop, menstruation begins • improved motor development and coordination, especially in boys, who excel in physical achievement	• transition from concrete to abstract thinking; uses abstract words • emergence of independent critical thinking • can apply logic to solve problems; thinks inductively • can solve problems by considering alternatives	• peers become source of behavior standards and models • conforms to rules assigned by group • team games popular • crushes and hero worship are common for same and opposite sex • boisterous behavior common • self-consciousness creates anxiety about behavior • faced with decisions regarding alcohol and drug use	• achieves a masculine or feminine social role • learning one's role in heterosexual relationships • seeking self-identity sometimes includes rebellion • self-concept is influenced by bodily changes	• asserting and developing own value system although peer influence is strong • understands ethical abstractions (example: justice, honesty) • beginning to be aware of and discuss social issues	• aware that intercourse occurs apart from conception • one's sex role is a concern • information from peers is actively sought • interests in opposite sex, although girls are more interested in boys than boys in girls • girls are absorbed in their own body changes • frequent erections occur in boys
14-16 YEARS	• Adolescent growth spurt at peak for boys, with changes in body proportions • pubescent stage for boys; secondary sex characteristics continue to develop	• makes fine conceptual distinctions • concerned with the hypothetical, the future, and the remote • formulates and tests hypothesis to consider all the possible ways a problem can be solved; deals with logical and imaginary solutions • aspirations frequently exceed capabilities • uses abstract rules to solve problems	• preoccupation with acceptance by social group • boys and girls have a few close friends of both sexes, friendships last longer • peer group influence is intense • increase in conflict between peer and adult roles • primary groups continue to be same sex, but there is more heterosexual interaction • girls more socially adept than boys	• competitive peer relations produce some distrust • confides more in friends than parents • worries about attractiveness and physical appearance • assurance of acceptance and security of parents is still necessary	• interest in philosophical, ethical and religious problems • is aware of and verbalizes contradictions in moral code • group beliefs important in influencing values	• intimate and casual heterosexual activity and experimentation may occur • homosexual activity and experimentation may occur

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AGE	PHYSICAL	COGNITIVE	SOCIAL	SELF	VALUES	SEXUALITY
17-19 YEARS	• full physical development for both boys and girls	• continues to refine language and thinking abilities • increased life experiences provides more and new opportunities for refinement or previously learned reasoning-thinking skills	• choice and opinion reflect continuing peer influence • group activities provide an outlet for expressing feelings • looking for permanence in heterosexual relationships • move to living full time with peers (college); new interpersonal satisfactions and problems	• worries about career choice and other aspects of the future • anxious about formation and continuation of intimate heterosexual relationships	• integrating values into a personal philosophy including ethical and moral standards to be used in adult life • is able to make personal commitment	• many boys and girls have had intimate sexual activity • both boys and girls are struggling to learn socially approved outlets for sexual arousal

References: Association for Supervision and Curriculum Development
Developmental Characteristics of Children and Youth, 1975.

Human Growth and Development Throughout Life: A Nursing Perspective, 1982.

WHY GIVE HIGH PRIORITY TO HEALTH EDUCATION?

Education pursues many goals. Periodically, the pursuit gets hot, as the community of pressure groups demand emphasis on reading, on mathematics, or on science. But cool-headed administrators always see the larger goal and see it steadily and whole. They do not lose sight of the timeless purpose of education and why it is supported with taxes: the preparation of students for successful, fulfilling, happy lives.

An individual's health is central to such a purpose. The schools cannot develop productive, self-sufficient citizens without strong programs of health education and health promotion.

More urgent and immediate reasons arise from conditions in today's life--conditions that touch every person, every home and family, every community in the U.S. Poor nutrition and faulty eating habits; students caught in the horrors of drugs and alcohol and in the consequences of smoking; students ravaged by high blood pressure, mental stress, and accidents; students victimized by ignorance about sexuality--these and other risks and hazards can be alleviated primarily within the school through health promotion programs.

Instruction, school health services, and school environments conducive to health--that powerful trio--can help reduce the incidence and rate of death and disease of body and mind. The schools can help lift the heavy burden that society carries because of preventable illness and health malfunction.

The proven fact that healthy children learn better is a persuasive reason for many administrators to support health promotion programs. The research evidence is clear on this point. Health-related behaviors directly influence the cognitive performance of students and, consequently, educational achievement. Unless a child is alert, healthy, well-fed and fit, you cannot teach that child those subjects traditionally called BASICS.

Another pedagogical reason for administrative support of health is that students in modern health programs do not learn facts alone. They also are involved in critical thinking skills, problem solving, decision making, and assuming personal responsibility for their own behaviors.

Such a cluster of learning experiences, part of health curricula, adds weight to reasons for full administrative support of health education. Health is a basic of basics!

And finally a point worth considering is that health education programs not only earn the gratitude of parents but also get parents involved in developing courses and school-based health experiences. Health promotion efforts can also unify civic, community, and health-oriented volunteer associations. The superintendent who seeks help and cooperation from the community for the health of its children will frequently find help for educational achievement of students at all levels in all subjects.

But the ultimate reason for supporting health education can be stated in a composite of views expressed by a number of school superintendents, board members and principals: "It's good for the child, good for the family, and good for the nation."

Source: The above article was reproduced from AASA, Critical Issues Report, "Promoting Health Education in Schools--Problems and Solutions." (American Association of School Administrators, 1985.)

WHY SCHOOL HEALTH EDUCATION?

Major public health problems such as suicide, accidents, sexually transmitted diseases, heart disease, obesity, and alcohol and other drug abuse, along with health misconceptions, the lack of accurate health information, and the continuing rise in the cost of health care are but a few of the reasons for health education programs in schools.

Recognizing that many of these problems are preventable, practically all national and state health and education organizations have supported the development and implementation of comprehensive school health education programs. To cite some historical examples of additional support, The National School Health Education Study of 1963 states:

> It becomes increasingly evident that the possession of certain basic knowledge about health is essential if each individual . . . is to achieve for himself, his family, and his community, an optimal level of health. Fundamental to this acquisition of such knowledge is a sound program of health instruction in the nation's schools . . . .

The study also revealed many problems related to school health education, including:

> 1) lack of coordination of health education programs through the school grades, 2) inadequate professional preparation of staff, and 3) lack of interest on the part of some teachers assigned to health teaching.

Ten years later, in 1973, the president of the United States commissioned a national study of health education. The Report of the President's Committee on Health Education states:

> School health education in most primary and secondary grades is either not provided at all or is tacked onto other subject matter . . . and is assigned to teachers whose main interests and qualifications lie elsewhere.

This study, just like the one that had been conducted 10 years earlier, made strong recommendations for the development and implementation of comprehensive school health education programs.

In 1979, the surgeon general's report entitled Healthy People (followed in 1980 by a companion document entitled Promoting Health/Preventing Disease: Objectives for the Nation) outlined a national strategy for improving the health of Americans. Both publications reemphasized the critical need for quality school health education programs aimed at health promotion and the prevention of health problems.

In 1981, a national school health education task force created by the Education Commission of the States published a booklet entitled Recommendations for School Health Education: A Handbook for State Policy Makers. This document challenges state leaders in education, the health professions, and government to make a meaningful commitment to school health education.

In 1983, a study conducted by the Carnegie Foundation for the Advancement of Teaching published A Report on Secondary Education in America which recommended that a health education course be part of the required core curriculum in all high schools.

In June 1984, The Associated Press conducted an AP-Media general telephone poll which included a random scientific sampling of adults across the country. The approximately 1,200 participants were asked whether each of 13 common academic subjects should be graduation requirements for all high school students. Eighty-four percent of the respondents believed that health education should be a graduation requirement.

In addition to these examples, the following "quotable-quotes" from individual leaders and organizations at the national and state levels indicate broad-based support for the inclusion of comprehensive health education in the school curriculum.

> The committee is unanimous in its firm belief that the only effective way [in] which the school can fulfill its responsibility for meeting health needs of youth is through comprehensive health education [in] grades K-12.
>
> --Joint Committee of the
> National School Boards Association and the
> American Association of School Administrators

> It is a growing belief that any future advances made in improving the nation's health will not result from spectacular bio-medical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual's health-related attitudes, beliefs, and knowledge. School health education can make a valuable contribution in areas such as these and can play an important role in improving the quality of living.
>
> --American Medical Association

> Prevention is primarily an education program and belongs in the schools.
>
> --Vernon Wilson, M.D.
> Vice President, School of Medicine
> Vanderbilt University

> No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.
>
> --The Carnegie Foundation Report on
> Secondary Education in America

> In my view, a comprehensive health curriculum must be an essential component of a school's instructional program.
>
> --Wayne Sanstead
> North Dakota Superintendent of Public Instruction

> Schools have the greatest potential for dealing with the behavioral factors which influence the health of North Dakota's children.
>
> --Lloyd Omdahl
> North Dakota Lt. Governor/
> Chairman of the Governor's Children's Services

However, even though school health education has received strong support from individuals and groups involved in both health and education, that support has taken the form of pronouncements rather than actions. The time for action is now, and the implementation of well-planned health instruction in North Dakota schools is long overdue.

COMPREHENSIVE HEALTH EDUCATION

OVERVIEW, PHILOSOPHY AND GOALS

Health needs of today's society may be the most important issue facing our young people. Assisting our young people to acquire skills and assume greater responsibility for their own health through positive lifestyle behaviors is a challenge to all individuals involved in education. Today's youth have a vested interest in the future health outlook and therefore schools must take the first step in providing health education for students of all ages. When health care costs in the U.S. exceed 10 percent of the gross national product, it is time to implement meaningful health education programs in our North Dakota schools.

Health is defined as the state of complete mental, physical, emotional and social well-being, not just the absence of disease or infirmity. In addition, wellness is defined as the positive, healthy lifestyle one chooses in order to achieve the highest potential for well-being. To achieve optimum wellness, students must be given accurate and current health knowledge, develop skills to examine their health behaviors, set personal health goals, design a plan to achieve these goals and thereby hopefully make more realistic and responsible health decisions.

Comprehensive school health education, a K-12 program, is a continuous process which encourages students to develop and maintain mental, physical, emotional and social wellness. Through school health education programs, students will know that total health includes all of a person's physical, emotional, mental and social growth, development and well-being and that these areas are interdependent of each other. They will understand that every individual is valuable and appreciate that health is a right and responsibility of every individual and community. Other goals through comprehensive health include that students will:

--realize that health professionals alone cannot solve health problems without individual and community support;

--understand that individuals can prevent most health problems through positive health behaviors;

--know that they need accurate information, education, health promoting services and support for positive health decisions;

--promote and practice behaviors which maintain their mental, emotional, social and physical well-being;

--contribute to family and community health and effectively use the health care systems;

--practice principles of safe living and disease prevention to avoid health problems;

--appreciate the positive impact the family and community can have on their well-being;

--understand the structure and function of the human body and patterns of healthy growth and development;

--be aware of the positive and negative determinants of individual health status--including social, environmental, psychological and genetic factors, personal, family, community values and personal lifestyles;

--be aware of the causes and potential solutions of major individual and public health problems and issues;

--develop the problem solving, decision making, communication and interpersonal skills necessary to develop a healthy lifestyle;

--be aware of the relationships between health status and the basic needs, sources of stress and developmental characteristics of people throughout the human life cycle, especially in adolescence.

The North Dakota comprehensive K-12 health education program strives to reach these goals through the following areas: cognitive, affective and behavioral.

Cognitive objectives include developing and increasing students' knowledge in the areas of behavior modifying substances, mental health, self-concept, social competency and communication skills, decision-making skills, personal and consumer issues, disease prevention, nutrition, physical health, family development, community/environmental and safety/first-aid. These areas represent the identified strands of the North Dakota comprehensive health guide.

Affective objectives include developing the students' self-concepts, developing positive attitudes toward personal health and promoting the acceptance of responsibility for maintaining and promoting their personal health.

Behavioral objectives include developing in students, responsibility for their health and behavior demonstrating effective decision-making techniques, promoting goal setting behaviors, and developing effective communication skills, including assertive responses to potentially harmful situations. The guidelines promote a holistic approach to health education, combining their physical, social, emotional, and mental well-being.

Comprehensive health can make a difference with our young people and can influence the quality of life for this and future generations. The health status of our youth can improve with the home, school and community working together as a team. Positive health behaviors for all is not only attainable, but an essential goal to ensure the future health of our state's citizens.

DEFINITIONS

A definition is "the formal statement of meaning or significance of a word, phrase, etc.," (Random House Dictionary). The following are the definitions adopted for key words and phrases used throughout this publication. Other publications may use variations of these definitions, depending on the authors' philosophical viewpoints and practical needs. Variation does not mean that one definition is necessarily more correct than another. It does mean that users of this publication need to be aware of how these words and phrases are being applied as they study this curriculum guide. The health education curriculum task force found the following definitions useful.

Health competencies are grade-level outcomes or expectations which include the knowledge, understandings, attitudes, and skills that are important for balanced intellectual, social, emotional and physical growth and development.

A health education curriculum guide is a publication designed to provide ideas, directions, suggestions, and resources to persons planning, developing, or coordinating a health education program. It is not a teaching handbook.

Integrated instruction is a coordinated effort to teach several different topics in several related disciplines. Health topics can and should be included as units of instruction in disciplines such as science, home economics, and social studies. Likewise, reading, writing, speaking, and computation skills can and should be strengthened within the health instruction program.

School health education is the development, delivery, and evaluation of planned learning activities which are developmental and sequential, kindergarten through grade 12, and are designed to positively influence the total health knowledge, attitudes, and behavior of individuals by increasing their abilities to make informed decisions.

The school health education coordinating team is composed of K-12 professional staff who have varied responsibilities related to health instruction within the school district. This team works under the direction of the school health education coordinator. Its members are representatives from each elementary, middle, junior high, and senior high school building. The team meets frequently to plan the continuous development, implementation, and evaluation of the district's health education program. In addition, each member serves as the instructional leader for health education within his or her school building.

The school health education coordinator is a person who provides the leadership and direction for planning, implementing, and evaluating a districtwide, comprehensive health education program.

A scope and sequence outline details the major content areas taught and their sequential placement at various grade levels in the K-12 health education curriculum.

Time allocation refers to the minimum amount of time recommended in the curriculum guide for implementation of a comprehensive school health education program covering the ten major content areas.

Total health refers to the lifelong interdependence, constant interaction, and balance of the physical, emotional, social, and intellectual dimensions of human growth and development.

Wellness refers to positive healthy lifestyles one chooses in order to achieve the highest potential for well-being.

When one considers the task of institutionalizing a comprehensive health instruction program, one must realize that the process is continuous and never ending. There are three major phases involved in establishing a comprehensive program.

Development/Planning
Implementation
Evaluation

The eleven steps are shown in Figure 1. It is recommended that local committees planning a health education program seriously study A Continuous Path Toward a School Health Education Program.

Comprehensive School Health Education

The following is an excerpt from "Comprehensive School Health Education: A Practical Definition," a paper which appeared in the October, 1985, Journal of School Health.

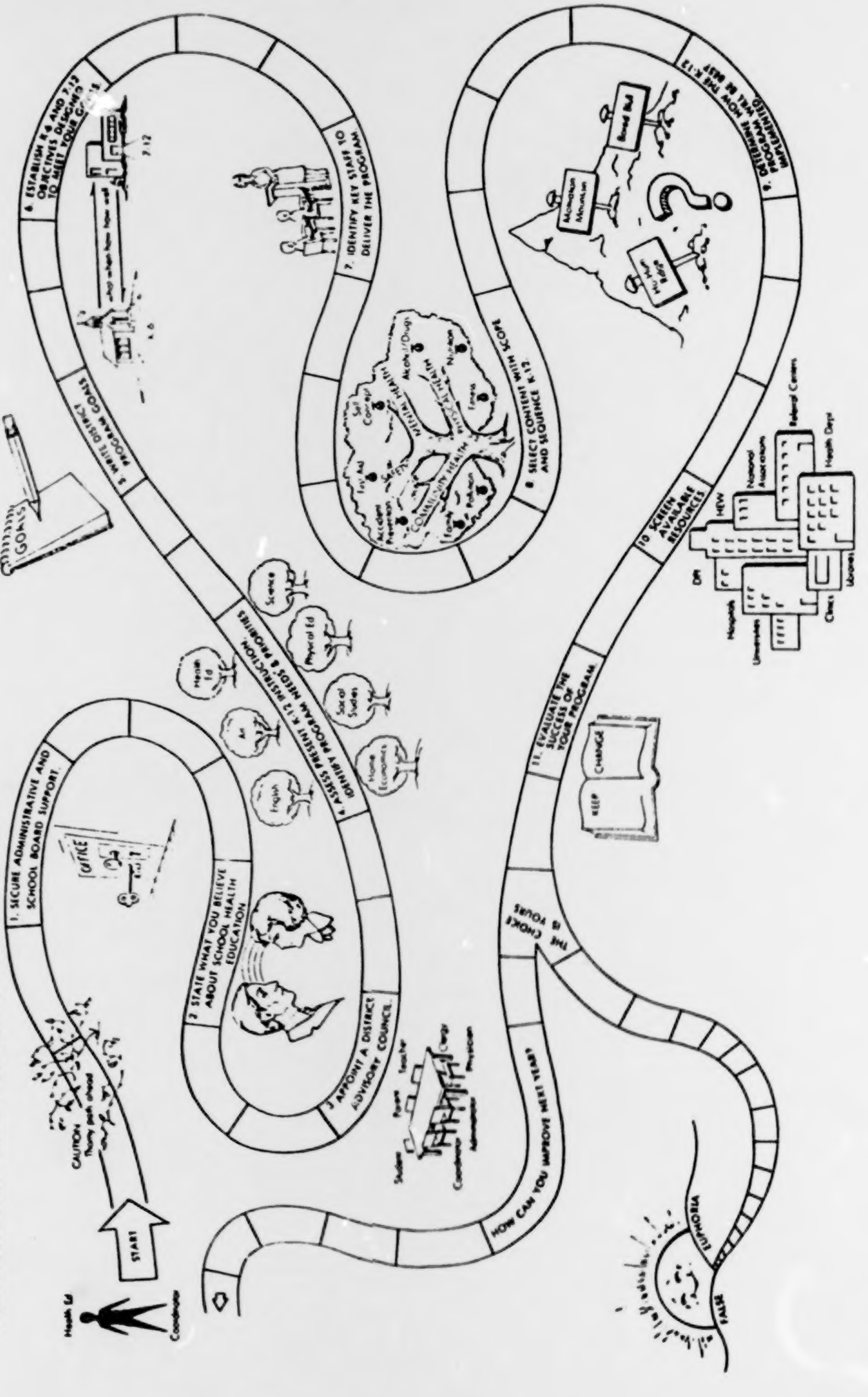
Comprehensiveness related to school health has been identified with 10 essential elements. Those have been agreed upon by key personnel long involved with one or more of the four school health curriculum programs studied in the School Health Education Evaluation (SHEE) Study. The list has been refined to include only those elements that were critical to the success of each particular model.

1. Sound curricula are well-planned, sequentially developed, and include classroom experiences that provide opportunities for pupils to learn about their personal, family, and community health. This begins at entry into school and continues through completion of their scholastic education. This series of experiences should include a specific delineation of content areas that have been determined to be appropriate to the age, grade, or developmental level and needs of students. The experiences should include specific goals and objectives to be attained by both pupils and education staff.

2. Curricula should provide opportunities for students to understand health in its larger social context. Appropriate coverage and substantial reinforcement at subsequent grade . . . or developmental levels should be provided by exposing students to an array of local, state, national, and even international priority health concerns.

3. School health curricula should be planned and taught in careful coordination with other subjects. Such articulation increases the likelihood that school health curricula will be grounded in the basic educational goals associated with: basic intellectual and interpersonal skills, scientific thinking and problem-solving skills, self-assessment and self-management practices, advocacy, and participation in democratic processes.

A Continuous Path toward a School Health Education Program


START
Health Ed
Coordinator
CAUTION
Thorny path ahead
1. SECURE ADMINISTRATIVE AND SCHOOL BOARD SUPPORT.
OFFICE
2. STATE WHAT YOU BELIEVE ABOUT SCHOOL HEALTH EDUCATION
3. APPOINT A DISTRICT ADVISORY COUNCIL.
Student
Parent
Teacher
Clergy
Coordinator
Administrator
Physician
4. ASSESS PRESENT K-12 INSTRUCTION IDENTIFY PROGRAM NEEDS & PRIORITIES
English
Art
Health Ed
Home Economics
Social Studies
Physical Ed
Science
GOALS
5. WRITE DISTRICT PROGRAM GOALS
K-6
7-12
6. ESTABLISH K-6 AND 7-12 OBJECTIVES DESIGNED TO MEET YOUR GOALS
7. IDENTIFY KEY STAFF TO DELIVER THE PROGRAM.
8. SELECT CONTENT WITH SCOPE AND SEQUENCE K-12.
COMMUNITY HEALTH
MENTAL HEALTH
PHYSICAL HEALTH
Accident Prevention
First Aid
Safety
Self Concept
Alcohol/Drugs
Nutrition
Fitness
Family
Pollution
9. DETERMINE WHICH PROGRAM WILL BE IMPLEMENTED HOW THE K-12 WILL BE BEST
Road Bid
Mountain Mountain
Ho-Hum Ridge
10 SCREEN AVAILABLE RESOURCES
HEW
National Associations
Federal Centers
Health Dept
Libraries
Clinics
Universities
Hospitals
11. EVALUATE THE SUCCESS OF YOUR PROGRAM.
KEEP
CHANGE
THE CHOICE IS YOURS
HOW CAN YOU IMPROVE NEXT YEAR?
EUPHORIA
FALSE

A Continuous Path Toward A School Health Education Program

4. Planned and ongoing inservice programs are essential to better prepare teachers and key school personnel (principal, nurse, education resources, and other curriculum specialists) to carry out the curriculum program in classrooms. Inservice training should also update health teachers and other relevant personnel in their knowledge and teaching skills as well as to obtain their input regarding curriculum program assessment and improvement.

5. Rich teaching/learning resources that tie directly to the health curriculum objectives and methods at the grade level should be available to teaching staff and pupils in the classroom. These resources should be highly germane to the cultural, ethnic, geographical, and environmental realities of the region, and should be sensitive to the variability in levels of interest, ability, and skill among students. Resources should also be selected that provide options for students with various learning styles.

6. Classroom and school outreach activities should be designed to inform, involve, and facilitate education of parents, family members, and other people important to the home and community living situation of the pupils. This is essential to help other family members and key exemplara to understand and reinforce what the school curriculum seeks to accomplish. At the same time, the family is vital and crucial in the education of children, and family members' views and inputs into the school health curriculum and classroom experience can be extremely productive.

7. To assure that school health curriculum objectives are reinforced, rather than negated by poor example or outright unhealthful practices or conditions, serious and periodic review of the school environment, including such activities as school health services, physical education, food/snack services, environmental maintenance, and safety activities should be undertaken. Careful attention should be paid to the fact that these other programs have great potential for major contribution to the health education experience of pupils as well as to motivating and facilitating learning in the classroom phases of the curriculum.

8. The community should play an active role in school health education, including participation by representatives from community agencies, professional organizations, voluntary health agencies, businesses, and parent groups. It also may include college and university personnel who assist in the planning, implementation, and assessment of the school health curriculum.

9. Curricula should be continuously assessed to ascertain whether or not critical objectives are being met. Assessments should be made from four perspectives: 1) pupils, their reactions and outcomes, with attention to student gains in knowledge, attitude, and behavioral measures; 2) teachers, the classroom process of implementing the curriculum and attainment of goals; 3) school district, its goals and educational mission; and 4) parents and community members, their perceptions of the value of the program.

10. Proper attention to the first nine elements requires a management system. Such a system, however modest, is needed to assure the leadership and coordination of the multiple interests and factors essential to a sensitive school health education curriculum that is comprehensive.

Authors are: Roy L. Davis, Howard L. Gonser, Margaret A. Kirkpatrick, Sally Wolfe Lavery, and Sandra L. Owen.

IMPLEMENTATION

Once the curriculum components of a health instruction program have been developed, a realistic plan to implement the program in the classroom must be designed and set in motion. If at all possible, a district should plan on implementing the curriculum in two phases. Phase One would include the piloting of the new or revised curriculum. In order to test ideas, this short-range piloting phase may involve simply the use of activities and materials for a few weeks in classrooms during the developmental period. This limited range of activities may be most appropriate in small districts where only one or two teachers are involved in the curriculum change or where there are only one or two teachers per grade level. In other situations, the total curriculum may be piloted for a full year in one or more classrooms per grade level or course. Regardless of how limited or extensive the pilot phase, it has distinct advantages for a health education coordinating team gathering formative information before a total commitment is made to or significant changes are made in the curriculum. After pilot testing, the health education team usually makes changes in the proposed curriculum as a result of information obtained from students and teachers.

Phase Two is the long-range commitment of the implementation plan which outlines the process of transition from phase one to the diffusion of the program throughout the school district over several years. The coordinating team and administration must examine several critical issues prior to the complete diffusion of the new curriculum. The long-range implementation plan must address: 1) staff responsibilities, 2) staff development needs, 3) implementation monitoring, and 4) the continuous modification of the instructional program. Each of these issues is dealt with separately in this section.

Identifying Staff Responsibilities

The successful implementation of any curriculum requires identification of key staff to pilot program components. The coordinating team should establish some specific criteria to be used in selecting staff during the pilot phase and also the long-term diffusion phase of the implementation process. All staff involved must clearly understand their responsibilities and the expectations related to the eventual implementation of the entire curriculum.

It is critical that the coordinating team and administration establish and implement a system of open, two-way communication and coordination among all staff involved. This requires a clear curriculum design so that everyone has a precise understanding of the rationale, philosophy, goals, objectives, content, scope and sequence, evaluation methods, and expected student outcomes for the total program. It is also extremely important that all staff involved develop a sense of legitimate ownership and commitment to the successful implementation of the curriculum. Therefore, it is recommended that all health instructors be a part of the school health planning coordinating team.

Identifying Staff Development Needs

Once staff have been identified and their responsibilities clearly articulated, staff development needs must be considered. Among questions to be addressed are the following:

--How does the new curriculum differ from the current curriculum?

--How will new learning experiences and teaching strategies be presented to teachers?

--How will background information needed to teach the content be provided to teachers?

--How will teachers be prepared to use any difficult materials?

--How will teachers learn to use the methods of evaluation?

--How will teacher ownership of the curriculum be nurtured?

A specific plan for professional staff development should be designed by the coordinating team and approved by the district administration. This plan should be based upon identified staff needs, considering:

--a time commitment during the school year;

--budget;

--local teacher contract;

--who will lead and facilitate;

--who will attend;

--resources to be used; and

--immediate and long-range assessment of the value of the program.

Monitoring the Implementation Process

As the curriculum is implemented throughout a district, the coordinating team should set up some means of gathering observations from teachers, students, administrators, and parents. Formal monitoring to ensure that the curriculum is actually being implemented as designed is necessary during the implementation process. This monitoring provides for continuous formative evaluation of the program's success, both on its own merits and in terms of pupil achievements.

It is recommended that the building principal or a teacher with specifically assigned responsibility should serve as the instructional leader in the monitoring process. This person reports to the coordinating team the successes, failures, and changes necessary to keep the curriculum development, implementation, and evaluation processes continuous.

Modifying the Program

A final step in the long-range implementation of the curriculum is including suggested improvements of the formative evaluation. At this point, the curriculum cycle begins to repeat itself, with continuing review and revision, reinforced by an appropriate professional staff development program.

EVALUATION

One of the critical components of a comprehensive school health education program is the evaluation process. Evaluation begins with the initial planning of the curriculum and continues through the development and implementation of the instructional program.

In the curriculum development and planning stage, careful assessment of the existing program is necessary. Such a review serves both as an evaluation of present practice and an assessment of needs for change and development. In this stage, evaluation is a constant process by which the philosophy, goals, curriculum framework, scope and sequence, objectives, content, and learning activities are weighed against accepted educational philosophy and goals. During the implementation stage, evaluation consists of continuous monitoring of progress. Much of the evaluation will deal with student performance in terms of stated objectives. In addition, the district should evaluate areas such as availability of resources, teaching strategies, and classroom climate. Evaluation of such factors frequently provides insights into causes and possible solutions to educational problems.

The following are important considerations in the evaluation of a health education curriculum plan and the actual instructional program:

--agreeing on an evaluation plan;

--selecting appropriate evaluation instruments;

--establishing an evaluation schedule;

--implementing the evaluation plan;

--analyzing the results; and

--planning program modifications.

If both program goals and student objectives have been attained, no unusual curriculum revisions are indicated. When objectives have not been attained, the curriculum development cycle begins again.

In no instance should curriculum development stop completely. Even the best of programs can profit from continuous examination. New knowledge, improved techniques, changing philosophies, and local priorities make curriculum development, implementation, and evaluation a never-ending process.

Local school districts can use many different kinds of instruments for program evaluation. These include: checklists, interviews, rating scales, structured discussions, surveys, and teacher-developed tests.

The following chart outlines key questions for teaching staff responsible for health instruction at any grade level. The completion of such an assessment can reveal much about the present status of health instruction, staff attitudes, and inservice needs.

SAMPLE SCHOOL HEALTH EDUCATION PROGRAM ASSESSMENT TOOL

GRADE LEVEL ________

PLANNED UNITS OF INSTRUCTION MAJOR CONTENT AREAS	How Well Is This Topic Covered	How Well Prepared to Teach Unit	How Important For Your Grade Level	Coordination and Communication With Others/ Teaching Units	Major Emphasis of Instruction	Approximate Time Allocation No. Instruction Hrs. Per Year	Best Resources Used-People and/or Materials Briefly Identify	Resources Needed Briefly Identify
1. Mental Health/ Self-Concept	V S N	V S N	V S N	V S N	K A PS			
2. Social Comp./ Decision Making	V S N	V S N	V S N	V S N	K A PS			
3. Disease Prevention	V S N	V S N	V S N	V S N	K A PS			
4. Chemical Education	V S N	V S N	V S N	V S N	K A PS			
5. Family Life	V S N	V S N	V S N	V S N	K A PS			
6. Personal and Consumer Health	V S N	V S N	V S N	V S N	K A PS			
7. Nutrition	V S N	V S N	V S N	V S N	K A PS			
8. Community and Environment	V S N	V S N	V S N	V S N	K A PS			
9. Safety and First Aid	V S N	V S N	V S N	V S N	K A PS			
10. Physical Health	V S N	V S N	V S N	V S N	K A PS			

Key:
V = Very
S = Somewhat
N = Not at All

K = Knowledge
A = Attitude Development
PS = Problem Solving

BEST COPY AVAILABLE

In addition to evaluating the total health education program, a district must also evaluate student performance in terms of program objectives. Teachers, administrators, and others will want to know how effectively students are developing health-related knowledge, attitudes, skills, and behaviors. Both objective and subjective evaluation procedures should be carried out. Some of these might be:

--pre- and post-tests to determine student knowledge, attitudes, and skills related to health content covered;

--periodic student self-evaluation scales, inventories, and surveys on health status and practices and behaviors;

--simulations;

--interviews and discussions; and

--teacher and parent observations of comprehensive health.

Assessing student performance in terms of knowledge gained is relatively simple. Constructing tests and other devices that allow students to demonstrate their knowledge about health is like constructing tests for any other curricular area. Testing should be both informal and formal, and should not be limited to paper and pencil situations. Activities that demonstrate use of knowledge should be included.

Evaluating student performance in terms of health skills is more difficult. However, the use of various simulations and problem-solving situations in which students must actually demonstrate their skills can be very helpful. Actual practice of skills learned will allow teachers to assess levels of student proficiency.

It is most difficult to assess attitudes and behaviors that promote lifelong health and well-being. However, attitude surveys, observations by teachers and parents of how students react in varying situations, and logs in which students record health behaviors and attitudes can be used to assess present performance. Long-term evaluation using follow-up surveys with both parents and students after students have graduated should also be considered.

In summary, the purpose of evaluation should be improving the quality of health instruction and of student learning experiences.

COMPREHENSIVE HEALTH PROGRAMS

(Listing herein does not necessarily mean State endorsement of any particular program or materials.)

Growing Healthy - K-7: Comprehensive health program. Self-contained levels of factual and activity oriented presentations. Cost varies with grade level and includes all resources necessary to implement. Training is required of the instructors. National Center for Health Education, 30 East 29th Street, New York, NY 10016. (212) 689-1886.

Health Activities Project (HAP): Grades 4-6 fitness and stress related hands-on activities to supplement a comprehensive program. Twelve modules included with all equipment and supplies. Available for loan through the North Dakota State Department of Health and Consolidated Laboratories, Division of Health Education and Promotion. (701) 224-4514. Hubbard Scientific, P.O. Box 104, Northbrook, IL 60062 for purchase.

Health: Focus on You: K-8
Health: A Wellness Approach: 9-12
A K-12 comprehensive health program focusing on total health. Stresses the important balance between quality physical, mental and social health. Includes life management skills, responsible decision-making model and refusal skills along with scientific information in each of 10 content areas. Merrill Publishing Co., 1300 Alum Creek Drive, P.O. Box 508, Columbus, OH 43216. Area rep: (800) 848-1567.

Health Skills for Life: K-12 comprehensive health program. One hundred eighteen self-contained teaching units eliminate the necessity for other texts and materials. Each unit may be used independently, but the program's impact is enhanced if all units are taught at appropriate grade levels. All units are in three-ring binders for easy revision and duplication. Individual schools can create their program to meet their own needs. Sample units are available for preview at the North Dakota State Department of Health and Consolidated Laboratories, Division of Health Education and Promotion. (701) 224-4514. Total cost for K-12 program is $1,770. Individual units at specific grade levels are $11 each. Health Skills for Life, c/o Jim Terhune, 20 E. 13th Avenue, Eugene, OR 97401. (503) 746-2765.

Teen-age Health Teaching Modules: Comprehensive health education curriculum for junior and senior high school students. Consists of 16 teaching modules and a guide for trainers. Each module provides 4 to 15 hours of instruction on a designated topic and some include student materials. Complete set of materials is $260 plus 5 percent shipping/handling or individual units may be purchased. Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160. Two complete sets are available for loan from the North Dakota State Department of Health and Consolidated Laboratories, Division of Health Education and Promotion. (701) 224-4514.

GENERAL RESOURCES

National

The following companies will send free catalogs upon request. They promote videos, movies, filmstrips, computer software, booklets, pamphlets and other resources that cover all areas of a comprehensive health curriculum, and grade levels.

American School Health Association
Kent, OH 44240
(216) 678-1601

Selected Publications

--A Healthy Child: The Key to the Basics
--Health Instruction: Guidelines for Planning Health Education Programs, K-12
--Journal of School Health (published ten times/year)
--Mental Health in the Classroom

American Medical Association
Department of Health Education
535 North Dearborn Street
Chicago, IL 60610
(312) 751-6000

Selected Publications

--Physician's Guide to the School Health Curriculum Process
--Why Health Education in Your School

Association for the Advancement
of Health Education
1900 Association Drive
Reston, VA 22091
(703) 476-3481

Selected Publications

--Health Education (Journal published bimonthly)
--Health Education Teaching Ideas: Elementary
--Health Education Teaching Ideas: Secondary
--Managing Teacher Stress and Burnout
--Microcomputers and Health Education
--The Drug Alternative
--Who Teaches Health?

Career Aids--A Division of
Opportunities for Learning, Inc.
20417 Nordhoff Street, Department 8C
Chatsworth, CA 91311

Channing L. Bete Co., Inc.
200 State Road
South Deerfield, MA 01373-0200
(800) 628-7733

Disney Education Productions--Distributed by
Coronet/MTI Film and Video
108 Wilmot Road
Deerfield, IL 60015-9925
(800) 621-2131

Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520
(800) 645-3739

Films for the Humanities and Sciences, Inc.
P.O. Box 2053
Princeton, NJ 08543
(800) 257-5126

General Learning Corporation
3500 Western Avenue
Highland Park, IL 60035

--Current Health, magazine published once a month through school year for grades 7-12.

Guidance Associates
Communications Park, Box 3000
Mount Kisco, NY 10549-0900
(800) 431-2266

Hazeldon Educational Materials
P.O. Box 176
Pleasant Valley Road
Center City, MN 55012

Health Edco, Inc.
P.O. Box 21207
Waco, TX 76702-1207
(800) 433-2677

Human Relations Media
Room CC-01234678
175 Tompkins Avenue
Pleasantville, NY 10570-9973
(800) 431-2050

Learning Tree Filmstrips
P.O. Box 4116
Englewood, CO 80155
(303) 740-9777

Marshfilm/Marshware, Inc.
P.O. Box 8082
Shawnee Mission, KS 66208
(800) 821-3303

Mulberry Park, Inc.
P.O. Box 4096
Englewood, CO 80155

National Center for Health Education
30 East 29th Street
New York, NY 10016
(212) 689-1886

Selected Publications

- --CENTER (journal published five times/year)
- --Education for Health: The Selective Guide (Note: Each CESA human growth and development coordinator has a copy of this guide.)
- --Growing Healthy: Comprehensive Education-for-Health, Grades K-7.

New Day Films
22 Riverview Drive
Wayne, NJ 07470

Pleasantville Media
P.O. Box 415, Room PM 85
Pleasantville, NY 10570-0415
(800) 431-2434

Sunburst Communications
101 Castleton Street
Pleasantville, NY 10570-9971
(800) 431-1934

Walt Disney Education Media Co.
10316 Northwest Prairie View Road
Kansas City, MO 64153

J. Weston Walch, Publisher
321 Valley Street
P.O. Box 658
Portland, ME 04104-0658

State

For films and other audiovisual materials, contact the following:

American Cancer Society of North Dakota
P.O. Box 426
Fargo, ND 58107
(701) 232-1385
OR
(800) 342-4535

American Lung Association of North Dakota
P.O. Box 5004
Bismarck, ND 58502
(701) 223-5613
OR
(800) 252-6325

Fargo Regional Office
305 - 11th Street South
Fargo, ND 58103
(701) 235-2684

Catholic Family Service
Bismarck: (701) 255-1793
Dickinson: (701) 227-3520
Fargo: (701) 235-4457
Grand Forks: (701) 775-4196
Minot: (701) 852-2854

Resources: Curriculum and health resources for classroom use.

North Dakota State Department of Health
and Consolidated Laboratories
Division of Health Education and Promotion
600 East Boulevard Avenue
Bismarck, ND 58505-0200
(701) 224-2368

Resources: Health films, materials, catalogs and Tobacco Free Resource Guide for North Dakota Schools.

North Dakota State Film Library
Division of Independent Study
State University Station
Box 5036
1510 - 12th Avenue North
Fargo, ND 58105
(701) 237-8907

Resource: State film catalog.

Prairie School Television
207 North Fifth Street
Box 3240
Fargo, ND 58108
(701) 241-6900

Resources: Health related films, programs and series may be used for classroom instruction by member schools of Prairie Public Television.

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A Guide to Curriculum Planning in Health Education. Wisconsin Department of Public Instruction, Madison, WI: 1986.

Healthy People: The Surgeon General's Report on Health Promotion and Disease Prevention. Washington, DC: U.S. Department of Health, Education and Welfare, Public Health Service, Office of the Assistant Secretary for Health and Surgeon General, July 1979.

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Recommendations for School Health Education: A Handbook for State Policymakers. Denver, CO: Education Commission of the States, March 1981.

The Report of the President's Committee on Health Education. Washington, DC: U.S. Department of Health, Education and Welfare, 1973.

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INTRODUCTION TO MENTAL HEALTH/SELF-CONCEPT

People who are mentally healthy like themselves, relate well with others, are able to express emotions in healthful ways and are able to successfully cope with daily stress. People with positive self-concepts have respect for themselves physically, socially, mentally, emotionally and are able to make good health decisions for themselves and others.

The National Association for Mental Health outlines 27 characteristics of positive mental health. A goal of the mental health/self-concept strand of the comprehensive health curriculum, is to promote, in students, the development of these 27 characteristics.

CHARACTERISTICS OF POSITIVE MENTAL HEALTH*

1. I feel comfortable with myself.
2. I am not overwhelmed by my emotions--fear, anger, love, jealousy, guilt, or worry.
3. I can take life's disappointments.
4. I have a tolerant, easygoing attitude toward myself and others; I can laugh at myself.
5. I neither underestimate nor overestimate my abilities.
6. I can accept my shortcomings.
7. I have self-respect.
8. I feel able to deal with most situations that come my way.
9. I get satisfaction from simple, everyday pleasures.
10. I feel good about my relationships with other people.
11. I am able to give love and to consider the interests of others.
12. I have personal relationships that are satisfying and lasting.
13. I like and trust others and expect that others will like and trust me.
14. I respect differences I find in people.
15. I do not push people around, or allow myself to be pushed around.
16. I feel that I am part of a group.

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*National Association for Mental Health, Washington, DC.

17. I feel a sense of responsibility to my neighbors and other persons with whom I come in contact.

18. I am able to meet the demands of my life.

19. I do something about my problems as they arise.

20. I accept my responsibilities.

21. I shape my environment whenever possible; I adjust to it whenever necessary.

22. I plan ahead but do not fear the future.

23. I welcome new experiences and new ideas.

24. I make use of my natural capacities.

25. I set realistic goals for myself.

26. I am able to think for myself and make my own decisions.

27. I put my best effort into what I do and get satisfaction out of doing it.

MENTAL HEALTH/SELF-CONCEPT

Kindergarten

Goal 1

Each student will recognize oneself as special and unique.

Objectives

The student will be able to:

1. name ways in which he/she differs from others.
2. name ways in which he/she is similar to others.
3. describe ways he/she is special and unique.

Goal 2

Each student will understand that feelings are natural.

Objectives

The student will be able to:

1. describe different feelings (e.g., glad, angry, sad, scared).
2. discuss healthy ways of dealing with feelings.
3. show ways of dealing with upset feelings.
4. name people with whom one can talk to about feelings.
5. describe how helping others makes one feel good about oneself.

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MENTAL HEALTH/SELF-CONCEPT

Grade 1

Goal 1

Each student will recognize that personal qualities and characteristics make people unique and special.

Objectives

The student will be able to:

1. name individual characteristics that make people unique (e.g., size, shape, growth rate, skills, abilities, thoughts, feelings and interests).
2. identify desirable qualities and characteristics (e.g., honesty, loyalty, kindness, friendliness, helpfulness) in oneself and others.
3. value oneself as unique and worthwhile.

Goal 2

Each student will recognize that everyone has feelings.

Objectives

The student will be able to:

1. define the meaning of feelings and identify common feelings one has.
2. respect others' rights, feelings and property.
3. identify the effects of emotions on the body.
4. discuss healthy ways of dealing with emotions, both for self and others.

Goal 3

Each student will develop trust in oneself.

Objectives

The student will be able to:

1. realize that everyone makes mistakes and that people can learn from mistakes.
2. recognize that it takes effort to learn new skills and to develop skills already learned.
3. recognize and accept one's own abilities and limitations, and those of others.

MENTAL HEALTH/SELF-CONCEPT

Grade 2

Goal 1

Each student will develop a positive self-concept.

Objectives

The student will be able to:

1. define the word special.
2. describe favorite characteristics about oneself.
3. identify ways in which one feels important to others.

Goal 2

Each student will demonstrate an understanding of the importance of being healthy.

Objectives

The student will be able to:

1. describe what it means to be healthy.
2. give examples of three kinds of health (e.g., physical, mental and social).

Goal 3

Each student will recognize that it's healthy to have and express feelings.

Objectives

The student will be able to:

1. describe different feelings.
2. differentiate between pleasant and unpleasant emotions or feelings.
3. discuss the difference between healthy and unhealthy ways to act on feelings.
4. discuss the different ways people express their feelings.
5. identify and be sensitive to others' expressions of emotions.
6. know that one's behavior does have consequences.

MENTAL HEALTH/SELF-CONCEPT

Grade 3

Goal 1

Each student will feel proud of one's own abilities.

Objectives

The student will be able to:

1. define the term self-concept.
2. describe three or more things he/she does well.
3. identify factors that enhance or detract from a positive self-image.
4. value each one's uniqueness.

Goal 2

Each student will demonstrate an awareness of feelings in oneself and others.

Objectives

The student will be able to:

1. identify situations in which one might feel glad, scared, angry or loved.
2. demonstrate behavior that may represent the feelings of glad, sad, scared, angry or loved as observed in others.
3. discuss the importance of talking about one's feelings with a trusted individual.

Goal 3

Each student will comprehend that behavior and feelings are related.

Objectives

The student will be able to:

1. describe feelings related to observed behavior.
2. discuss positive ways to express one's feelings.
3. discuss stress and list sources of stress.
4. describe how stress can be healthy and unhealthy.
5. discuss healthy ways to reduce stress.

MENTAL HEALTH/SELF-CONCEPT

Grade 4

Goal 1

Each student will demonstrate realistic self-appraisal skills.

Objectives

The student will be able to:

1. identify the sources one uses to assess self (e.g., family, friends, skills in areas of sports, music, intelligence, etc.).
2. analyze how one's self-image is influenced by strengths, weaknesses.
3. identify two or more personal strengths that contribute to a good self-concept.
4. define the term weakness and identify personal weaknesses.
5. identify possible areas of personal growth and change.

Goal 2

Each student will have an understanding of emotions and how to constructively deal with them.

Objectives

The student will be able to:

1. discuss how one's emotions are related to outward behavior and personal decision making.
2. define attitude and differentiate between behaviors that display a good attitude and a poor attitude.
3. differentiate between healthful and harmful stress.
4. identify ways to deal with stress and make a plan for staying healthy.
5. identify and accept differences in others.
6. discuss how a temporary setback can lead to improvement.

Goal 3

Each student will understand how responsible decision making influences one's health.

Objectives

The student will be able to:

1. identify criteria necessary to make responsible decisions.
2. recognize the impact that emotions have on decision making.
3. explain the importance of forming good health habits and how they affect one's self-esteem.

MENTAL HEALTH/SELF-CONCEPT

Grade 5

Goal 1

Each student will develop a positive self-concept and realize each person is a special, unique and separate individual.

Objectives

The student will be able to:

1. differentiate between physical, mental and social health.
2. identify areas of strength in his/her physical, mental and social health.
3. identify possible areas of personal growth and change in his/her physical, mental and social health.
4. discuss the relationship of self-esteem and working up to one's potential.

Goal 2

Each student will recognize that people have different but common human feelings.

Objectives

The student will be able to:

1. list several emotions and situations that elicit one's feelings.
2. select appropriate, healthy ways to share one's emotions (e.g., talk to someone, go for a walk).
3. discuss factors and emotions that motivate one's own behavior and that of others.
4. identify appropriate responses to others' behaviors.

Goal 3

Each student will understand that a person is capable of making health choices.

Objectives

The student will be able to:

1. describe ways to gain health knowledge.
2. describe how to use health knowledge to make healthy life choices.
3. outline the steps of a decision-making process to aid in making healthy choices.

MENTAL HEALTH/SELF-CONCEPT

Grade 6

Goal 1

Each student will understand that a positive self-concept affects one's overall wellness.

Objectives

The student will be able to:

1. define physical, social and mental health.
2. define wellness as the quality of lifestyle one chooses to achieve the highest potential for well-being.
3. use a variety of techniques to feel good about oneself and to help others feel good about themselves.
4. discuss the direct effect a positive self-esteem has on an individual's behavior.

Goal 2

Each student will recognize that stress is a natural part of life.

Objectives

The student will be able to:

1. realize that all persons experience stress.
2. define stress and identify situations that are stress producing.
3. consider the positive and negative aspects of stress.
4. explain positive and negative ways people deal with stress and emotional upsets.
5. identify sources of help for those having problems dealing with stress (e.g., medical, recreational, vocational).

Goal 3

Each student will be capable of making positive health choices.

Objectives

The student will be able to:

1. discuss factors that can influence health choices (e.g., family, peers, media).
2. explain how values, needs and goals can affect choices and behavior.
3. explain a process for making decisions and discuss the significance for using these skills in making healthy choices.

MENTAL HEALTH/SELF-CONCEPT

Grades 7 and 8

Goal 1

Each student will be aware of positive personal attributes.

Objectives

The student will be able to:

1. describe three or more favorite characteristics about oneself.
2. differentiate between inherited and acquired traits and give examples of each.
3. list needs and influences that improve self-concept.
4. identify unique qualities about oneself.
5. define personality and discuss how family, friends, and the environment influence personality.

Goal 2

Each student will develop an understanding of factors involved in achieving goals.

Objectives

The student will be able to:

1. give examples of how environment and personal feelings influence personality and behavior.
2. list signs of emotional maturity.
3. discuss the importance of goal setting.
4. identify a personal goal and describe one or more steps to take to achieve that goal.
5. demonstrate self-discipline when working towards goals, despite temporary setbacks.
6. discuss how positive and negative health choices can interfere with reaching one's goals.

Goal 3

Each student will be aware of methods of coping with stress.

Objectives

The student will be able to:

1. discuss the positive and negative effects of stress.
2. list some causes of personal stress.
3. identify one or two ways of coping positively with stress.
4. identify one or two ways of coping negatively with stress.

5. discuss long-term effects of not coping with or negatively coping with stress.
6. discuss methods of dealing with conflict.

Goal 4

Each student will understand signs of depression and suicide and how to deal with prevention.

Objectives

The student will be able to:

1. identify the signs of depression.
2. identify positive methods of dealing with conflict and depression.
3. identify the signs of potential suicide.
4. identify relationship between stress and suicide.
5. describe suicide prevention techniques.
6. discuss known causes, symptoms and ways to prevent eating disorders, such as anorexia nervosa and bulimia.

MENTAL HEALTH/SELF-CONCEPT

Grades 9 and 10

Goal 1

Each student will develop a positive self-concept by developing strengths, recognizing limitations and understanding feelings.

Objectives

The student will be able to:

1. list several positive personal attributes.
2. differentiate and strive for consistency between the ideal, public and private self.
3. describe the ways in which heredity, environment, culture and self-concept influence personality.
4. analyze the interrelationships among physical, mental, emotional and social well-being and their effect on self-concept.

Goal 2

Each student will differentiate between mental health and mental disorders.

Objectives

The student will be able to:

1. list characteristics of good mental health.
2. assess own mental health status regularly.
3. discuss the importance of expressing emotions in healthful ways to avoid depression.
4. list causes of mental disorders (e.g., stress, environment, heredity, organic).
5. discuss types of mental disorders (e.g., phobias, personality disorders, manic-depressive, paranoia, amnesia, multiple personalities, etc.)
6. identify ways to prevent mental disorders and discuss intervention resources.

Goal 3

Each student will recognize and analyze ways people deal with stress.

Objectives

The student will be able to:

1. cite constructive or destructive ways of dealing with stress.
2. describe common psychological defense mechanisms.

3. explain known causes, symptoms of, and ways to prevent eating disorders such as anorexia nervosa and bulimia.
4. recognize stages of grief and demonstrate awareness skills which help people cope with loss.
5. consider possible causes and signs of suicide and discuss preventive and intervention measures.

Goal 4

Each student will understand, control and accept responsibility for one's behavior.

Objectives

The student will be able to:

1. discuss basic human needs and relate how lack of certain basic needs results in outward negative behaviors.
2. identify acceptable and unacceptable ways people respond to their own behavior (e.g., defense mechanisms, tantrums, etc.).
3. recognize the responsibilities and consequences of his/her behavior.
4. outline steps of decision making in relation to common concerns of this age.

MENTAL HEALTH/SELF-CONCEPT

Grades 11 and 12

Goal 1

Each student will formulate a plan focusing on living a healthy life to the fullest.

Objectives

The student will be able to:

1. consider a personal health philosophy which reflects family and personal values.
2. develop life goals that are realistically consistent with social, emotional, physical and mental well-being.
3. weigh consequences in choosing healthful lifestyles.
4. discuss the relationship between a positive self-esteem and taking risks to successfully reach short- and long-term goals.

Goal 2

Each student will utilize stress management skills in life.

Objectives

The student will be able to:

1. give examples of eustress (healthful response to stress) and distress (harmful response to stress).
2. discuss the effects of stress on mental health status.
3. identify and discuss ways of coping with stress and conflict.
4. identify and discuss the relationship between stress and diet, drugs, disease, money, time, accidents, environment and community.
5. develop a plan of stress management that is consistent with personal and family values (e.g., exercise, music, pets, time and money management skills, diet, friends, relaxation activities, etc.).

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MENTAL HEALTH/SELF-CONCEPT RESOURCES

National

Channing L. Bete Co, Inc.
200 State Road
South Deerfield, MA 01373-0200

Scriptographic booklets, easy reading and concise. For free samples call (800) 628-7733.

ETR Associates
Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830
(800) 321-4407

Several available pamphlets, curriculum materials for fostering self-esteem. Write for listing of materials and price quotes.

ETS, Inc.
P.O. Box 1532
Santa Cruz, CA 95061

Several curriculum guides, books and materials for fostering self-esteem. Write for listing of materials and price quotes.

State and Local

Mental Health Association of North Dakota
200 West Bowen Avenue
Bismarck, ND 58504
HELP-LINE: (800) 472-2911

Call this number for information on all mental health resources and they will refer you to the correct agency or resource.

Curricular Materials

Bean, Reynold, How to Raise Teen-agers' Self-Esteem, and How to Raise Children's Self-Esteem, Enrich Division/OHAUS, San Jose, CA 95131, 1985. Information resource for parents and teachers who care.

Borba, Craig and Michele, Self-Esteem: A Classroom Affair, Vol. 1 (1978) and 2 (1982), Harper and Row Publishers, San Francisco, CA. Many elementary classroom activities for fostering self-esteem, $9.60 each.

Building a Positive Self-Concept, J. Weston Walch, Publisher, 321 Valley Street, P.O. Box 658, Portland, ME 04104-0658. Self-concept building activities for adolescents.

Canfield, Jack, Self-Esteem in the Classroom, Self-Esteem Seminars, 17156 Palisades Circle, Pacific Palisades, CA 90272, 1986. Curriculum guide with elementary and secondary activities; approximately $50.

Coping For Kids, Herzfield and Powell, The Center for Applied Research in Education, Inc., West Nyack, NY 10995, $43.95. Student worksheets, exercises, tapes included in 21 lessons for students ages 8-18.

DUSO-R, Developing Understanding of Self and Others, Revised. A.G.S., Publishers Building, P.O. Box 99, Circle Pines, MN 55014-1796. (800) 328-2560. A self-esteem, social awareness problem solving program, offered in two levels, DUSO-1(R) grades K-2 and DUSO-2(R) grades 3-4.

Hipp, Earl, Fighting Invisible Tigers, Free Spirit Publishing Company, 123 North Third Street, Minneapolis, MN 55401, $7.95. Student guide for coping and dealing with stress.

McDaniel, Sandy and Biolen, Peggy, Project Self-Esteem. A Parent Involvement Program for Elementary-Age Children, B. L. Winch & Assoc., 45 Hitching Post Drive, Building 2, Rolling Hills, CA 90274, 1986. Curricular activities for grades K-8.

Mental Health: Youth Award, Mental Health Association, Los Angeles County, 930 Georgia Street, Los Angeles, CA 90015, 1983. Activity book for self-esteem, communication, coping, problem solving and reaching out to others. Grades 7-9.

On the Level (grades 9-12), Self-Incorporated (grades 5-8), Available from the North Dakota State Department of Health and Consolidated Laboratories, Division of Health Education and Promotion, 600 East Boulevard Avenue, Bismarck, ND 58505-0200. (701) 224-2368. Series of videos and activities for coping and dealing with areas of mental health.

Positive Action, Positive Action Publishing, P.O. Box 2347, Twin Falls, ID 83301. (800) 345-2974. A K-6 curriculum and school climate program to build healthy self-concepts. Includes daily activities and lessons, parental involvement to teach students to be healthy, responsible, capable and positive.

P.O.P.S., Power of Positive Students, Positive Communication, Inc., 70 Route 22, Pawling, NY 12564. (800) 462-0322. K-4 multimedia program in areas of self-awareness, goals and expectations, enthusiasm, coping skills and making a difference. Program costs approximately $350.

Reasoner, Robert, Building Self-Esteem, Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, CA 94306, 1982. Teacher's Guide and classroom materials for developing self-esteem, $53.

Stanford, Gene, Self-Esteem, Globe Health Program, Globe Book Company, 50 West 23rd Street, New York, NY 10010, 1988. Instructional book for secondary students.

Stress Management Workbook, Western Center Health Group, 820-1090 West Georgia Street, Vancouver, BC Canada V6E 3V7. (604) 685-8848. $12.50. Curriculum for senior high school students describing stress, stressors, relaxation training and nutritional aspects of stress and managing stress.

INTRODUCTION TO SOCIAL COMPETENCY/DECISION MAKING

Friendships are a natural part of life. They give one a sense of belonging, necessary for a positive feeling of self-worth. Students will study the importance of friendship, how friends can influence others and how their personal behavior can affect their friendships.

A second goal of the social competency/decision-making strand is to develop an understanding of communication skills. Effective interpersonal and group communication skills are necessary in promoting and maintaining relationships. Assertive skills are introduced and practiced to assure responsibility for one's own physical, social, emotional and mental well-being.

The final aspect of this strand includes teaching students goal setting and decision-making skills to aid them in developing self-responsibility strategies.

SOCIAL COMPETENCY/DECISION MAKING

Kindergarten

Goal 1

Each student will demonstrate an understanding of friendships as a natural part of life.

Objectives

The student will be able to:

1. define the word friend and describe ways to be a good friend.
2. talk about activities one likes to do with friends.
3. identify activities that are healthful and safe.

Goal 2

Each student will demonstrate an understanding of the choices in life.

Objectives

The student will be able to:

1. define the word choice.
2. state questions that help determine if a choice helps or hurts individuals.
3. make responsible choices in given situations.
4. demonstrate how to say "No" in potentially harmful situations.

Goal 3

Each student will recognize how outside influences affect development.

Objectives

The student will be able to:

1. identify major influences in life (e.g., family, school, neighbors, church, clubs).
2. discuss rules in school and how rules help everyone.
3. identify grown-ups who can be trusted.

SOCIAL COMPETENCY/DECISION MAKING

Grade 1

Goal 1

Each student will demonstrate an understanding of the importance of friendships.

Objectives

The student will be able to:

1. describe characteristics of a friend.
2. discuss the importance of sharing as one works and plays with friends.
3. describe how good friends help each other.

Goal 2

Each student will demonstrate ways to make healthful choices.

Objectives

The student will be able to:

1. define choice.
2. identify criteria for making wise choices.
3. state how to say no to things that are not healthful.

SOCIAL COMPETENCY/DECISION MAKING

Grade 2

Goal 1

Each student will demonstrate how friendships influence others.

Objectives

The student will be able to:

1. define the word friend.
2. discuss what friends do for one another.
3. describe ways that friends help one another stay safe or cause each other harm.
4. recognize ways of getting along with others.

Goal 2

Each student will recognize how outside influences affect development.

Objectives

The student will be able to:

1. identify major influences in life (e.g., family, neighbors, school, church, clubs).
2. identify some rules in schools.
3. state how rules help.
4. identify grown-ups who can be trusted.

Goal 3

Each student will develop skills for making choices.

Objectives

The student will be able to:

1. define the term choice.
2. identify at least five criteria for making healthful choices.
3. practice ways to say no to unhealthy choices.

SOCIAL COMPETENCY/DECISION MAKING

Grade 3

Goal 1

Each student will develop an understanding that personal behavior affects friendships.

Objectives

The student will be able to:

1. list ways of making and keeping friends.
2. explain the importance of respecting rights and differences of others.
3. explain how one's personal behavior can help or harm others.
4. develop rules for sharing, cite examples of when it is important to share.
5. discuss how one gains satisfaction through friendships.
6. discuss how others can influence one's behavior.

Goal 2

Each student will be capable of making healthy choices.

Objectives

The student will be able to:

1. identify factors which can influence one's health choices.
2. select friends who make choices that are healthy, safe and agree with family rules.
3. list activities and habits which promote good health, good appearance and well-being.
4. demonstrate the ability to define a problem, list alternative solutions, predict consequences and decide on an action behavior.
5. define and describe refusal skills.

SOCIAL COMPETENCY/DECISION MAKING

Grade 4

Goal 1

Each student will realize that learning to get along with others is a unique process for each individual.

Objectives

The student will be able to:

1. describe the affects of friendships on self and others.
2. identify several characteristics of a good friend and express a desire to have these characteristics.
3. list ways to work out a disagreement with a friend.
4. plan time to spend with friends, time alone, family time and time for homework and chores.
5. respect and accept differences in others.

Goal 2

Each student will utilize problem-solving methods in dealing with conflict.

Objectives

The student will be able to:

1. demonstrate criteria for making responsible decisions (e.g., define problems, list alternatives, weigh consequences and act on decisions).
2. demonstrate assertive ways to say no to unhealthy choices.
3. identify helping resources to consult when making decisions.

SOCIAL COMPETENCY/DECISION MAKING

Grade 5

Goal 1

Each student will develop an understanding of communication skills that promote and maintain friendships.

Objectives

The student will be able to:

1. list ways to become a better listener.
2. demonstrate ways to give feedback.
3. describe different emotions and how one's face and body show feelings.
4. select appropriate and healthy ways to share feelings of anger, success, love.
5. list other characteristics that help maintain friendships and compare one's own characteristics with those listed.

Goal 2

Each student will develop an understanding of constructive decision-making skills to utilize with friends.

Objectives

The student will be able to:

1. identify an unhealthy decision based on the consequences of the decision.
2. identify constructive steps used in making healthy decisions (e.g., look at the purpose, resources and consequences).
3. use assertive techniques in saying no to unhealthy behaviors when pressured by peers.

SOCIAL COMPETENCY/DECISION MAKING

Grade 6

Goal 1

Each student will develop an understanding of skills to enhance the qualities of being a friend.

Objectives

The student will be able to:

1. identify traits of a good friend.
2. discuss ways to develop new friendships while maintaining old friendships.
3. demonstrate positive communication skills in friendships.

Goal 2

Each student will develop an understanding of outside pressures on decisions.

Objectives

The student will be able to:

1. analyze the impact of peer pressure on individuals and groups.
2. identify criteria needed to make constructive decisions (e.g., standards involving values and goals).

Goal 3

Each student will demonstrate goal achieving skills.

Objectives

The student will be able to:

1. utilize different decision-making processes in developing personal skills for making decisions.
2. identify goals in several areas, such as educational, vocational, personal, and use decision-making processes to achieve the goals.
3. identify the steps needed in making healthy decisions.

SOCIAL COMPETENCY/DECISION MAKING

Grades 7 and 8

Goal 1

Each student will develop an understanding of communication and problem-solving skills involving friends, peers and family.

Objectives

The student will be able to:

1. describe the characteristics of a positive relationship with friends, peers or family.
2. identify the communication skills needed to develop and maintain relationships with friends, peers and family.
3. describe positive social skills needed for friendships with the opposite sex.
4. identify standards for acceptable dating behavior.
5. identify communication skills necessary to effectively work in groups.

Goal 2

Each student will develop decision-making skills to use as a code of behavior consistent with family, community values.

Objectives

The student will be able to:

1. identify ways to resolve conflicts and formulate new friendships.
2. identify ways to communicate with parents about peer/friend relationships.
3. differentiate between assertive and aggressive behavior.
4. identify steps that utilize resources and information necessary to make skillful decisions.
5. practice refusal skills to use in social pressure situations.

SOCIAL COMPETENCY/DECISION MAKING

Grades 9 and 10

Goal 1

Each student will develop effective communication skills.

Objectives

The student will be able to:

1. demonstrate skills in active listening, conflict resolution and giving or receiving helpful feedback/criticism.
2. respond to statements with "I" messages that contain a behavior, an effect and a feeling.
3. discuss the importance of matching verbal and nonverbal communication when relating to others.
4. demonstrate techniques of effective questioning in situations which have potential negative consequences.
5. discuss the importance of and demonstrate ways to express ideas, beliefs and emotions.

Goal 2

Each student will develop strategies for effective decision making and goal setting.

Objectives

The student will be able to:

1. identify and utilize the steps in responsible decision-making and goal-setting models.
2. explain how personal values and goals enter in to the decision-making and goal-setting processes.
3. explain how making choices is the individual's responsibility and is an ongoing process.
4. demonstrate problem-solving techniques in a variety of peer pressure situations.

Goal 3

Each student will develop an understanding of how to build personal relationships (interacting with others).

Objectives

The student will be able to:

1. describe the characteristics of a positive relationship.
2. describe characteristics of a negative relationship.

3. identify techniques to foster positive long-term relationships.
4. explain the importance of respect and responsibility to oneself and to others in a relationship.
5. demonstrate assertive skills to use under negative peer pressure situations.
6. differentiate between the different types of relationships (e.g., family, parents, boy-girl, dating) and discuss the importance of respecting those relationships.
7. identify ingredients for successful dating relationships.
8. discuss the importance of spending time alone.

Goal 4

Each student will develop an understanding of effective group interactions.

Objective

The student will be able to:

1. define a "group" and give several examples of groups.
2. discuss purposes and importance of a group.
3. list ways to be a successful group member.
4. recognize potential negative consequences of associating with certain groups.
5. identify techniques to assertively deal with negative group influences.

SOCIAL COMPETENCY/DECISION MAKING

Grades 11 and 12

Goal 1

Each student will develop an understanding of healthful and responsible relationships with others.

Objectives

The student will be able to:

1. identify and discuss skills that contribute to the development of meaningful friendships (e.g., trust, companionship, listening skills, affection, sharing, etc.).
2. discuss responsibilities needed to have effective relationships at school, at home, at work and in the community (e.g., expectations, obligations, cooperation).
3. discuss the healthful and harmful aspects of aggressive, passive and assertive behavior when relating to others.

Goal 2

Each student will develop strategies of self-responsibility for overall wellness.

Objectives

The student will be able to:

1. discuss the importance of making and striving to reach healthful lifestyle goals (e.g., give meaning and purpose to life).
2. be aware of current health information and regularly engage in health appraisal.
3. differentiate between healthful behaviors and risk behaviors.
4. design a health behavior plan which includes a goal, steps to achieve the goal, and an evaluation or result of working towards the goal.
5. apply decision-making strategies to help make responsible decisions in a variety of behavior situations.

Goal 3

Each student will realize that effective communication skills are essential to relationships.

Objectives

The student will be able to:

1. discuss and give examples of different levels of communication and self-disclosure (e.g., report facts, share ideas, express feelings, small talk, etc.).
2. explain how solving problems with others requires effective communication skills.
3. use "I" messages and active listening skills and explain how they improve relationships.
4. discuss the importance of matching verbal and nonverbal communication.
5. identify communication skills necessary for effective group interaction.
6. demonstrate positive assertive skills to use when approached by high-risk behavior choices.

Goal 4

Each student will develop an understanding of individual social responsibility.

Objectives

The student will be able to:

1. discuss an individual's social responsibility in terms of racial and cultural differences, volunteerism, community involvement.
2. cite and discuss social and economic implications of high-risk health behaviors.
3. identify and discuss an individual's rights and the need to respect those rights.

SOCIAL COMPETENCY/DECISION-MAKING RESOURCES

National

Write for the following free catalogs offering filmstrips, software, books, videos, pamphlets, posters, and texts on decision making, communication, motivation, peer relations, human relations and personal development skills. Also have other materials for comprehensive health curriculum.

Channing L. Bete Co., Inc.
200 State Road
South Deerfield, MA 01373-0200
(800) 628-7733

Guidance and Career Education Catalog
Social Studies School Service
10200 Jefferson Boulevard, Room 5421
P.O. Box 802
Culver City, CA 90232-0802

Health Edco, Inc.
P.O. Box 21207
Waco, TX 76702-1207
(800) 433-2677

Health Education Services
10200 Jefferson Boulevard, Room H41
P.O. Box 802
Culver City, CA 90232-0802

Life Skills Education, Inc.
541 Columbian Street
Weymouth, MA 02190
(617) 337-7828

ETR Associates
Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830
(800) 321-4407

Projected Learning Program, Inc.
P.O. Box 3008
Paradise, CA 95967
(916) 877-0603

Curricular Materials

Explorations in Nonverbal Communications, Pyrczak and Bruce, J. Weston Walch, Publisher, 321 Valley Street, P.O. Box 658, Portland, ME 04104-0658. Twenty-six copy masters of nonverbal activities for grades 7-12.

C.P.S. for Kids and Be a Problem Solver, Eberle and Stanish, D.O.K. Publishers, P.O. Box 605, East Aurora, NY 14052. (716) 652-9131. Two books, grades 4-12 with activities promoting decision-making skills.

It's Up To Me, Martin, Black and Wolter. Project Focus, Focus Center for Education and Development, 14640 Victory Boulevard, Suite 211, Van Nuys, CA 91405, 1980. Activity book for teaching decision-making skills in grades 5-8.

Deciding, Gelattt, Varenhorst and Carey. College Board Publications Orders, Box 2815, Princeton, NJ 08540. Decision-making activities for grades 9-12, $2.50 each.

INTRODUCTION TO CHEMICAL EDUCATION

Literature reviewed on drug and chemical education programs indicate that successful curriculums employ the following strategies in combination:

1. includes affective education at every grade level for consistent and transferable learning processes, based on the premise that students with a positive self-esteem are less likely to choose abusive, self-destructive behaviors.

2. includes up-to-date knowledge and information to help form attitudes and thereby change behaviors if presented prior to experimentation--before the onset of gateway drugs.

3. includes social competency skills based on assertive skills that can be practiced.

4. includes methods of developing alternative, natural highs.

5. includes peer leader programs, clubs and activities to provide support.

As outlined in the guidelines, the concept, "chemical education," is defined as thus: "all medicines (over-the-counter, prescription) and drugs (legal, illicit) are chemicals, and that, when ingested in any amount, will cause chemical changes in the body system and may affect the human mind." In this context, chemical use and drug use are interchangeably used. The definition of "responsible use" is when a chemical is taken for medicinal purposes, following the prescription orders, directions for use or light social use. For youth, there is no responsible level of alcohol, tobacco and illicit drug use, because of the legal ramifications . . . . "Misuse" and "abuse" are defined as taking too much of a drug or taking a drug for reasons other than for the prescribed purposes. Addiction is a physical and/or psychological dependence on a chemical.

The following guidelines for chemical education incorporate the above strategies, as will many of the drug programs already in effect in several districts. Goals and objectives are interchangeable in grades K-3, 4-6, 7-8 and 9-12, to accommodate existing drug programs.

CHEMICAL EDUCATION

Kindergarten

Goal 1

Each student will develop the concept of safe use of medicine.

Objectives

The student will be able to:

1. identify responsible adults who may administer medicines safely.
2. understand that medicine should be taken only when needed and with adult supervision.

Goal 2

Each student will understand that medicine is a chemical with potential for harm as well as help.

Objectives

The student will be able to:

1. tell the difference between medicine and unsafe chemicals (poisons).
2. be able to understand the need for safe storage of chemicals (medicines and poisonous products).

CHEMICAL EDUCATION

Grade 1

Goal 1

Each student will develop an understanding of reasons for caution when using medicines (chemicals).

Objectives

The student will be able to:

1. define what is a medicine.
2. state situations when medicines can be safely used.
3. recognize symptoms of medicinal side effects (e.g., itching, stomach ache, etc.).
4. notify responsible adults when experiencing medicinal side effects.
5. explain risks involved in using unknown substances.

Goal 2

Each student will be introduced to specific chemicals commonly used in our society.

Objectives

The student will be able to:

1. identify and discuss products containing caffeine, nicotine and alcohol.
2. describe the effects of caffeine, nicotine and alcohol on the body.
3. identify harmful substances in the environment.

CHEMICAL EDUCATION

Grade 2

Goal 1

Each student will get information about what medicines (chemicals) are and be able to distinguish between safe and unsafe places to obtain them.

Objectives

The student will be able to:

1. understand that medicine is a chemical made by pharmacists to ease pain or help the body heal.
2. understand that adults obtain medicines, (chemicals) from a doctor or pharmacy.
3. identify persons who should administer medicine.
4. discuss appropriate rules for taking medicines.

Goal 2

Each student will learn that medicines (chemicals) are not always necessary to relieve pain or illness.

Objectives

The student will be able to:

1. explain the body's natural healing ability.
2. explain the role of medicine in the healing process.
3. discuss the importance of resting and good health habits when not feeling well.

Goal 3

Each student will review chemicals often misused.

Objectives

The student will be able to:

1. identify products containing caffeine, nicotine and alcohol.
2. explain the effects of caffeine, nicotine and alcohol on the body.
3. identify harmful substances in the environment.
4. understand that one should not use harmful substances.

CHEMICAL EDUCATION

Grade 3

Goal 1

Each student will be able to distinguish between use and abuse of drugs (chemicals).

Objectives

The student will be able to:

1. understand the stages of chemical use as nonuse, use, misuse, abuse and dependency.
2. explain reasons drugs are misused or abused.
3. define the terms misuse and abuse.

Goal 2

Each student will be able to understand the reasons for using a prescription or nonprescription (over-the-counter, OTC) drug (chemical).

Objectives

The student will be able to:

1. define what the terms OTC and prescription mean.
2. understand when and why a doctor should be consulted in treating an illness.
3. explain how to read and follow label directions.

Goal 3

Each student will discuss information on the effects of specific chemicals often misused or abused.

Objectives

The student will be able to:

1. identify products or sources from which caffeine, nicotine and alcohol are obtained.
2. explain the harmful effects of caffeine, nicotine and alcohol on the body systems.

CHEMICAL EDUCATION

Grade 4

Goal 1

Each student will be able to describe the effects of chemical use on the body systems.

Objectives

The student will be able to:

1. identify the major organs of the body that are affected by chemical misuse and abuse.
2. explain the effect nicotine (all forms), alcohol, marijuana and caffeine have on the major organs of the body and health problems that may result.

Goal 2

Each student will be able to explain the impact of illegal chemical use on individuals and families.

Objectives

The student will be able to:

1. discuss the laws related to chemical use and abuse.
2. discuss how breaking these laws can effect individuals and families.

Goal 3

Each student will be able to discuss the influence media, family and friends have on one's chemical use.

Objectives

The student will be able to:

1. discuss advertising impact on the use of chemicals.
2. develop advertisements designed to counteract the use of chemicals (OTC and illegal).
3. discuss ways family and friends influence one's decisions on use or nonuse of chemicals.

Goal 4

Each student will plan positive alternatives to using OTC and illegal drugs.

Objectives

The student will be able to:

1. identify decision-making skills used in making responsible choices regarding the use of chemicals.
2. discuss ways to say no to outside pressures.
3. discuss how a positive self-esteem helps one make good decisions about not using drugs.
4. discuss reasons people choose to be "nonusers" of most drugs.
5. identify positive alternatives to substance use.

CHEMICAL EDUCATION

Grade 5

Goal 1

Each student will be able to identify benefits and potential harm that prescribed, OTC (over-the-counter) and illegal chemicals have on the body.

Objectives

The student will be able to:

1. discuss situations when chemicals are helpful or harmful.
2. describe how alcohol use differs in effect on the body systems of adults versus children.
3. describe the harmful effects of nicotine (all forms).
4. define drug, psychoactive, prescription drugs, street drugs, over-the-counter drugs, beverages that contain drugs (coffee, cola) and look-alike drugs.
5. define habit and discuss its effect on young people experimenting with chemicals.

Goal 2

Each student will be able to identify ways media, peers and adults influence decisions on the use or nonuse of chemicals, prescribed, OTC and illegal.

Objectives

The student will be able to:

1. discuss the ways television and magazine advertisements influence decisions to use or not use all types of chemicals.
2. discuss the ways television programs and movies influence decisions about chemical use.
3. identify positive or negative influences peers and adults can have on decisions concerning chemical use.

Goal 3

Each student will develop assertive strategies to use in combating pressures.

Objectives

The student will be able to:

1. give examples of how a person's feelings can affect actions.
2. discuss ways to identify helpful and harmful decisions involving chemical use.
3. identify positive alternatives to harmful use of chemicals.
4. practice assertive responses to peer pressure concerning chemical use.

CHEMICAL EDUCATION

Grade 6

Goal 1

Each student will be able to review and explain the harmful effects of using alcohol, tobacco and marijuana.

Objectives

The student will be able to:

1. discuss the negative effects alcohol, tobacco (all forms) and marijuana have on specific body organs and the mind.
2. explain how the body processes alcohol.
3. differentiate between responsible use, misuse and abuse of chemicals.
4. define the terms dependency, addiction and habit forming chemicals.
5. identify physical, mental and social effects of using tobacco (all forms), alcohol and marijuana.

Goal 2

Each student will be able to determine responsible decision-making skills involved with chemical use.

Objectives

The student will be able to:

1. emphasize the benefits of staying drug free and being with others who are drug free.
2. express concern about being around others who use alcohol.
3. develop skills to protect oneself from others' chemical use, misuse and abuse.
4. summarize the individual's responsibility in maintaining a healthy body and mind.
5. summarize the main points of a decision-making model.

CHEMICAL EDUCATION

Grades 7 and 8

Goal 1

Each student will be able to discuss the risks involved and reasons why people abuse chemicals.

Objectives

The student will be able to:

1. discuss the risks (physical, social, legal, etc.) involved with use, misuse and abuse of specific chemicals (nicotine, alcohol, OTC drugs, etc.).
2. discuss reasons people tend to use, misuse or abuse chemicals.
3. discuss reasons why people choose not to use chemicals.
4. analyze medical uses of various drugs.

Goal 2

Each student will be able to understand chemical terminology, classification systems and legal implications of chemical use.

Objectives

The student will be able to:

1. explain the continuum of drug use (e.g., nonuse, experimentation, occasional, regular use and dependency).
2. understand the difference between mental and physical dependence caused by drugs.
3. identify five basic classifications (stimulants, depressants, hallucinogens, narcotics and marijuana) of chemicals and include information about prescription and OTC drugs.
4. discuss the legal implications concerning the use of all chemicals.
5. define the dangerous "synergistic effect" of combining two or more drugs.
6. discuss the effects of drugs on the developing adolescent body and the mature adult body.
7. discuss the various methods chemicals are introduced into the body (oral, injection, inhaling, etc.).

CHEMICAL EDUCATION (continued)
Grades 7 and 8

Goal 3

Each student will practice assertive responses and decision-making behavior to withstand outside pressures concerning chemical use.

Objectives

The student will be able to:

1. discuss and determine the sources of pressure in chemical use.
2. discuss, develop and practice positive actions in resisting pressures for chemical use.
3. develop and role play a "media blitz" to promote the ideas the students have designed on resisting pressures.
4. understand the concept of enabling.
5. identify examples of self-enhancing and self-destructive behaviors.

Goal 4

Each student will identify community and family resources for treatment referral and further information.

Objectives

The student will be able to:

1. develop a complete list of community and area (state) agencies that assist with problems associated with chemical misuse, communication, self-esteem, decision making and relationships.
2. develop a complete list of community and area (state) resource people who work with chemical health and self-help problems.
3. identify institutions and various methods for treating chemical abuse problems.

CHEMICAL EDUCATION

Grades 9 and 10

Goal 1

Each student will understand the terminology and classification system for chemical use, as well as reasons and resources available for people who abuse chemicals.

Objectives

The student will be able to:

1. define a complete list of drug terminology, such as classification, enabling, dependency, side effects, tolerance and dosage.
2. describe the relationships of blood alcohol level to a serving of beer, wine or liquor.
3. discuss and identify lifestyle choices that promote health and minimize or eliminate the risk of irresponsible drug use.
4. analyze the impact media has on chemical use by advertising techniques and the casual use of drugs in movies and on television.
5. identify institutions and individuals that will assist in providing a support system.

Goal 2

Each student will identify symptoms of problem use and dangers related to chemical use.

Objectives

The student will be able to:

1. discuss the ways individuals enable others to abuse chemicals.
2. discuss and determine symptoms commonly associated with tobacco, alcohol, marijuana and other chemical use (steroids).
3. understand physiological effects of drugs on the various body systems.
4. discuss and determine appropriate steps to take in alcohol or other drug overdose situations.
5. discuss the relationship of chemical use and driving, accidents and suicide.
6. discuss dangers of drugs with pregnancy (e.g., FAS).
7. identify social and economic problems related to chemical abuse.

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Goal 3

Each student will develop decision-making skills to combat pressures concerning chemical use in specific situations (e.g., parties, vehicle operations, sports and entertainment, pregnancy).

Objectives

The student will be able to:

1. analyze factors which influence decisions to use alcohol, drugs and/or tobacco (all forms).
2. develop a set of skills to make constructive decisions in a number of life-like situations.
3. discuss and determine constructive actions in a number of specific life-like situations, using the decision-making skills.
4. practice positive assertive skills in role playing situations concerning chemical use.
5. list healthful alternatives to chemical highs.

CHEMICAL EDUCATION

Grades 11 and 12

Goal 1

Each student will review chemical terminology, classification, and reasons for chemical use.

Objectives

The student will be able to:

1. define a complete list of drug terminology including: drug, classifications, enabling, physical and psychological dependency, BAC, side effects, tolerance, dosage, prescription, over-the-counter, look-alike drugs and foods that contain drugs.
2. list long-term and short-term effects of a given list of pyschoactive drugs.
3. state variables which influence the effects of drugs, and describe the effects of combining two or more drugs.
4. cite the influence peers, family and media have on one's choice of chemical use.

Goal 2

Each student will identify symptoms of problem use and dangers related to chemical use.

Objectives

The student will be able to:

1. describe the possible progressive stages of drug use, beginning with first-time use through abuse or addiction.
2. describe the hazards of drinking and chemical use in relation to operating a motor vehicle.
3. state potential medical and negative social, physical, psychological, legal and economic effects of drugs on self, family and friends.
4. summarize the effects of one's problem chemical use on the nonuser, including family, friends, school and community.
5. cite the dangers of chemical use on the fetus during pregnancy (e.g., tobacco, alcohol and other chemicals).
6. understand that the combining of drugs, whether illicit or prescription, can be fatal.

Goal 3

Each student will review decision-making skills to deal with internal and external pressures concerning one's chemical use.

Objectives

The student will be able to:

1. list steps of a decision-making model in the correct sequence, and given a hypothetical chemical use situation, be able to use these steps to formulate a decision.
2. practice appropriate assertive responses and techniques to several peer pressure situations.
3. summarize the qualities associated with a positive self-concept and the influence it has on one's decisions.
4. list school/community resources for treatment and/or information.
5. generate a list of positive, healthful alternatives to chemical highs.
6. brainstorm ideas relating to peer support groups (prevention activities in the school and ways to generate public awareness in the community on chemical use).

CHEMICAL EDUCATION RESOURCES

National and Regional

American Cancer Society of North Dakota
P.O. Box 426
Fargo, ND 58107
(701) 232-1385
OR
(800) 342-4535

Curricula: Smoking Prevention packet; information on smokeless tobacco.

American Council for Drug Education
5820 Hubbard Drive
Rockville, MD 20852
(301) 984-5700

Educator's guide to policy, curriculum, and community consensus.

American Lung Association of North Dakota
P.O. Box 5004
Bismarck, ND 58502
(701) 223-5613
OR
(800) 252-6325

Fargo Regional Office
305 - 11th Street South
Fargo, ND 58103
(701) 235-2684

Curricula: "Marijuana, a Second Look" and information on all forms of tobacco use.

Families in Action
National Drug Information Center
Suite 300
3845 North Druid Hills Road
Decatur, GA 30033
(404) 325-5799

Hazeldon Health Promotion Services
1400 Park Avenue
Minneapolis, MN 55404
(800) 257-7800

Just Say No Foundation
1777 No. California Blvd.
Walnut Creek, CA 94596
(800) 258-2766

Minnesota Prevention Resource Center
2829 Verndale Avenue
Anoka, MN 55303
(612) 427-5310

Narcotics Education, Inc.
6830 Laurel Street NW
Washington, DC 20012-9979

Publish two magazines: The Winner and Listen, junior high to senior high reading level.

National Association of State Boards of Education
701 North Fairfax Street
Alexandria, VA 22314

Curricula: Discover: Skills for Life Drug Education Program (K-6) and "Helping Youth Decide," a parent education project.

National Cancer Institute
Building 31, Rm. 10A-18
9000 Rockville Pike
Bethesda, MD 20205
(301) 496-4070
OR
(800) 4-cancer

For publication list of free materials on smoking and smokeless tobacco.

National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20852
(301) 468-2600

National Clearinghouse for Drug Abuse Information
P.O. Box 416
Kensington, MD 20795
(301) 443-6500

National Federation of Parents for Drug Free Youth
Suite 200
8730 Georgia Avenue
Silver Spring, MD 20910
(800) 554-KIDS

National PTA
Drug and Alcohol Abuse Prevention Project
700 North Rush Street
Chicago, IL 60611-2571
(312) 787-0977

Parents Resource Institute for Drug Education (PRIDE)
Suite 1002
100 Edgewood Avenue
Atlanta, GA 30303
(800) 241-7946

State Department of Education
Capitol Square Building
550 Cedar Street
St. Paul, MN 55101
(Annual Program Sharing Workshop)

U.S. Department of Education
Schools Without Drugs
Pueblo, CO 81009
(800) 624-0100

Wisconsin Clearinghouse
University of Wisconsin
1245 East Washington Avenue
Suite 265
Madison, WI 53703

State

For pamphlets, curricular materials, guest speakers and information.

American Heart Association
Dakota Affiliate
P.O. Box 1287
Jamestown, ND 58402
(800) 532-8688

Attorney General
State of North Dakota
600 East Boulevard Avenue
Bismarck, ND 58505
(701) 224-2210

Video tape for educators, parents, organizations, "Drugs and Youth . . . The Challenge," available for loan. Also resource materials and speakers available.

Blue Cross/Blue Shield of North Dakota
Attention: Communications Department
4510 - 13th Avenue SW
Fargo, ND 58103
(701) 282-1100

North Dakota Department of Human Services
Division of Alcoholism and Drug Abuse
Prevention Resource Center
1839 East Capitol Avenue
Bismarck, ND 58501
(701) 224-2769

Materials, books, curricula resources on drug prevention.

North Dakota State Department of Health
and Consolidated Laboratories
Mangskau, Kathy
Coordinator Dental Health Program
Division of Maternal and Child Health
600 East Boulevard Avenue
Bismarck, ND 58505-0200
(701) 224-2493

Smokeless tobacco resources.

North Dakota State Department of Health
and Consolidated Laboratories
Tobacco Free North Dakota
600 East Boulevard Avenue
Bismarck, ND 58505-0200
(800) 472-2286

Local

--Alcoholics Anonymous: pamphlets, speakers

--Counseling Services: pamphlets, speakers

--Narcotics Bureau/Police Department: pamphlets, speakers

--Physicians/Clinics/Hospitals: "Mr. Yuk" and more

--Treatment Centers: pamphlets, speakers

Curricular Materials

The following lists some curriculum materials currently available, and if their focus is affective (based on building self-esteem, communication skills, decision making, problem solving, etc.) or cognitive (factual information on drugs and their effects) in nature.

Al-co-hol, Traffic Engineering, AAA Club, 8111 Gatehouse Road, Falls Church, VA 22047. Grades 7 and 8 knowledge and attitude based program.

Being Free, P.O. Box 101, Anoka, MN 55303. A K-12 drug and alcohol program to teach healthy choices about drugs and alcohol use to American Indian Youth. $9.00.

C.A.R.E. (Controlling Alcohol Requires Education), Association of Beverage Industries, Box 428, Bismarck, ND 58502. Grades 3-12 alcohol education program. Available without charge, call (800) 932-8764.

Children Are People, Inc., 1599 Selbey Avenue, St. Paul, MN 55104. A K-6 affective and knowledge based program.

Chemical Awareness Personal Development, Minneapolis Public Schools, 254 Upton Avenue So., Minneapolis, MN 55404. A K-12 affective and cognitive program.

Choose To Be Tobacco Free, Hazeldon Foundation, 1400 Park Avenue, Minneapolis, MN 55404. Grades 5-12. Information and affective skills on smokeless tobacco use prevention.

Control Factor, Minnesota Prevention Resource Center, 2829 Verndale Avenue, Anoka, MN 55303. (612) 427-5310. Peer education program addressing issue of drinking and driving among young people. Groups of three juniors and seniors are trained to come back to their school and teach younger classes a three-day lesson on alcohol and driving consequences. Call above number for further information.

D.A.R.E. (Drug Abuse Resistance Education), D.A.R.E. America, P.O. Box 2090, Los Angeles, CA 90051. (800) 223-DARE. Seventeen classroom sessions, conducted by police officer, that cover personal safety, decision making, consequences of use and misuse, resistance techniques, assertiveness, self-esteem, media influences and other areas of a chemical use program.

Decide, Project Pegasus, Inc., 703 Welch Road, #H4, Palo Alto, CA 94304. A K-12 affective and information based program.

Discover, Skills for Life, Educational Assessment Publishing Company, 1731 Kettner Boulevard, San Diego, CA 92101. (800) 888-5111. A K-6 affective and cognitive curriculum.

Here's Looking at You, 2000, Comprehensive Health Education Foundation, 22323 Pacific Hwy. So., Seattle, WA 98198. A K-12 affective and information program. For materials, contact above address.

Here's Looking at You, 2000, Roberts, Fitzmahan and Associates, 9131 California Avenue SW, Seattle, WA 98136. (206) 932-8409. For program development and training of teachers, contact this address.

"Just Say No," Dynamic Designs, Inc., U.S. Hwy. 2, RR 2, Box 104, McIntosh, MN 56557, 1987. A 3-5 week drug education program. Affective education for junior high age.

"Me-Me," Me-Me, Inc., 426 W. College Avenue, Appleton, WI 54911. (414) 735-0114. Affective and cognitive materials for grades 1-6. Teacher training is required.

Minnesota Smoking Prevention Program, Media Distribution, Box 734 Mayo Memorial Building, 420 Delaware Street SE, University of Minnesota, Minneapolis, MN 55455. Six classroom sessions on smoking information and affective activities. Target grades 6 and 7 and utilizes peer leaders. For further information, contact Tobacco Free North Dakota. (800) 472-2286.

"Ombudsman," Charlotte Drug Education Center, 500 E. Morehead, Charlotte, NC 28202. (704) 375-3784. Affective skills oriented for grades 5-9. Teacher training required.

Operation Aware, Inc., 2410 Morris Thomas Road, Duluth, MN 55811. (218) 722-6923. Grades 4-6. Curriculum based on friendship, being yourself and peer pressure.

Project Charlie, 5701 Normandale Road, Edina, MN 55424. (612) 925-9706. A K-6 drug curriculum with knowledge, attitudes and behavior. Thirty-five lessons, training required.

Saying No, It's Your Choice, ETR Associates, Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830. (800) 321-4407. Series for alcohol, marijuana and tobacco, affectively presented to grades 5-9.

School Health Curriculum Project, Teen-Health Teaching Modules, Rocky Mountain Center for Health Promotion and Education, 11285 Highline Drive, Northglenn, CO 80233. Combines affective and cognitive information in a K-7, and 7-12 program. Available for loan at North Dakota State Department of Health and Consolidated Laboratories.

"Self Discovery," Management Sciences for Health, 165 Allandale Road, Boston, MA 02130. Fifteen day unit combining affective and cognitive activities. High school level.

"Skills for Adolescents," Quest National Center, 6655 Sharon Woods Blvd., Columbus, OH 43229. Contact (701) 224-3353 for more information. Affective with some cognitive information for grades 6-8. Teacher training is required, sponsorship can be attained through local Lion's Clubs.

"Skills for Living," Quest National Center, 6655 Sharon Woods Blvd., Columbus, OH 43229. (800) 446-2700. Affective program for grades 9-12. Teacher training also required.

Smokeless Tobacco - Facts for Teachers, State of Idaho, Dental Health Section, 450 W. State, Fourth Floor Statehouse, Boise, ID 83720. (208) 334-5966. Video tapes for loan or purchase.

Starting Early, Traffic Safety Department, AAA Club, 8111 Gatehouse Road, Falls Church, VA 22047. Contact (701) 224-4434 for more information. A K-6 affective and cognitive program.

Substance Abuse Prevention Activities for Elementary Children, Tim and Patricia Gerne, Prentice-Hall, Inc., Engelwood Cliffs, NJ 07632, 1988. A K-6 resource, with activities for teaching and supplementing an elementary substance abuse curriculum.

TARGET, National Federation of State High School Associations, 11724 Plaza Circle, P.O. Box 20626, Kansas City, MO 64195. (816) 464-5400. Nonprofit service corporation with leadership training, education and prevention publications and videos aimed at "keeping kids off drugs."

"That's Life," Telesis II of California, Inc., 3180 Univ. Avenue, Suite 650, San Diego, CA 92104. K-8 drug education program. Primarily affective material with a unit on cognitive skills.

Tobacco Education Project, McDowell Cancer Network, 800 Rose Street, Lexington, KY 40536. A five-day curriculum for fifth grade to discourage the use of tobacco, smoking and smokeless tobacco. Information oriented.

"Tribes," Inc., 3702 Mt. Diablo Blvd., Lafayette, CA 94549. A K-6 affective drug program.

West Virginia Smokeless Tobacco Education Program, Cancer Communications System of West Virginia, Mary Babb Randolph Cancer Center, P.O. Box 6401, Medical Center, Morgantown, WV 26506. Grades 2-8. Smokeless tobacco information and affective skills.

INTRODUCTION TO FAMILY LIFE EDUCATION

Family life education includes developing an understanding of the family, how the family is instrumental in a child's development, promoting communication within the family and discussing changes in the family structure. A family can be defined as "persons related by blood, marriage, or other legal action." Because family can mean something different to others, it is suggested that instructors encourage their students to define the term.

As the body matures from child to adolescent to adult it undergoes many physiological and psychological changes. Knowledge and functions of the reproductive system, fetal development, prenatal care and the birth process are presented at appropriate developmental stages, allowing students the knowledge necessary to promote healthful decisions.

A comprehensive family life unit includes developing sexual self-protection and responsibility skills to be used in dating and/or abusive relationships. A study of dating practices as a prelude to choosing a marriage partner and the responsibilities of adulthood, marriage and parenting provide students with knowledge to make healthful decisions for lifelong relationships.

FAMILY LIFE EDUCATION

Kindergarten

Goal 1

Each student will develop an understanding of a family.

Objectives

The student will be able to:

1. define family (see introduction) and identify different family members and relationships.
2. tell how families are similar or different.
3. describe what parents and children do to promote a healthy, happy family.
4. define love and discuss ways family members show love for each other.
5. define the word rule and discuss why families have rules for health and safety.
6. describe two tasks or personal responsibilities in the home.

Goal 2

Each student will demonstrate an understanding and need for caution in certain relationships.

Objectives

The student will be able to:

1. know how to identify a stranger.
2. discuss ways that strangers or even people one knows can be harmful.
3. understand that every child has the right to accept or reject affection.
4. recognize the difference between good and bad touch.
5. know the importance of telling a trusted person about possible abuse.

Goal 3

Each student will develop an understanding of the body's growth and development.

Objectives

The student will be able to:

1. differentiate between the terms height and weight.
2. describe how bodies change in height and weight as one grows older.
3. describe new learned skills.
4. identify how a newborn grows and develops.
5. describe physical changes that occur as a person ages.

FAMILY LIFE EDUCATION

Grade 1

Goal 1

Each student will identify how the family and its members exert significant influence on one another.

Objectives

The student will be able to:

1. define family (see introduction) and identify the members of families and activities they do together.
2. describe how self and other family members help each other.
3. discuss the importance of showing feelings toward family members.
4. discuss individual and group responsibilities in a family and ways the family works together as a unit.
5. describe various kinds of families and ways family membership can change.

Goal 2

Each student will be aware of the necessity for caution with certain individuals.

Objectives

The student will be able to:

1. define and identify trusted persons.
2. realize that, if approached by a stranger with a gift, promise, ride or treat, they should say no and run to tell a trusted person.
3. recognize the difference between good and bad touch.

Goal 3

Each student will understand growth and development of the body.

Objectives

The student will be able to:

1. observe how people grow.
2. identify physical changes of growth inside the body (e.g., bones, muscles, stomach, brain, lungs, etc.).
3. describe how one learns and grows.
4. identify how a newborn baby grows and develops.
5. name animals that reproduce their own kind.
6. realize both animals and humans have mothers and fathers who care for their young.

FAMILY LIFE EDUCATION

Grade 2

Goal 1

Each student will recognize the family as a group of people that cares about each other.

Objectives

The student will be able to:

1. define the word family (see introduction).
2. describe ways families are similar or different.
3. identify roles in a family and responsibilities members have to each other.
4. tell how the family influences health choices.
5. define the word rule and identify reasons why a family has rules.

Goal 2

Each student will realize that human beings can be abused in different ways by different people.

Objectives

The student will be able to:

1. develop an awareness of good and bad touches.
2. identify the need to be cautious with strangers.
3. become aware of the need to tell a trusted person about potentially dangerous situations.
4. recognize the right not to be abused or neglected.

Goal 3

Each student will demonstrate a knowledge of reproduction and growth.

Objectives

The student will be able to:

1. discuss that all living things reproduce (e.g., plants, types of animals, fish, humans).
2. identify the human stages of growth (e.g., infant, child, youth, adult, elderly).
3. identify factors which influence growth and development of individuals (e.g., nutrition, rest, basic needs).
4. differentiate biological differences between males and females.

FAMILY LIFE EDUCATION

Grade 3

Goal 1

Each student will develop positive attitudes toward the family and recognize the role the family plays in promoting physical and emotional health.

Objectives

The student will be able to:

1. define family (see introduction), describe and follow family rules for health and safety.
2. discuss what parents/guardians do to promote the emotional well-being of an individual and the family unit (e.g., love, support, encouragement).
3. discuss habits in the family which promote positive physical health and appearance.
4. explain the contributions, responsibilities, rights and privileges of each family member.
5. discuss ways family members and others influence attitudes and behaviors.
6. identify trusted people who can help with personal and family difficulties.

Goal 2

Each student will understand that growth and development is influenced by biological factors.

Objectives

The student will be able to:

1. identify different stages of the life cycle in plants and animals from birth to death.
2. identify the different ways living things reproduce (e.g., seeds and pollination, eggs and fertilization).
3. recognize that each person has a unique pattern and rate of growth.
4. discuss inherited characteristics.

FAMILY LIFE EDUCATION

Grade 4

Goal 1

Each student will demonstrate an awareness that all families are not the same.

Objectives

The student will be able to:

1. define family (see introduction) and identify attitudes that are important for family members.
2. be aware of changes and choices in family roles.
3. realize that each person's family is unique and special.
4. define and discuss changes and adjustments in some family structures (e.g., divorce, single parent, deceased, new members of family, etc.).
5. define different types of personal abuse.
6. identify trusted people who can help with personal and family difficulties.

Goal 2

Each student will understand the different methods of reproduction and development in living things.

Objectives

The student will be able to:

1. define reproduction (e.g., life comes from other life).
2. identify that only living things can reproduce other living things.
3. give examples of reproduction methods of plants and animals (e.g., splitting of one-celled animals, budding, fertilization).
4. discuss the developmental cycles of plants and animals (e.g., egg, embryo, fetus; live birth).

FAMILY LIFE EDUCATION

Grade 5

Goal 1

Each student will develop an understanding of the impact a family has on each member's growth and development.

Objectives

The student will be able to:

1. define family (see introduction) and describe the roles and responsibilities of members in a family.
2. understand the difference between parents' feelings for their children and their feelings about their behavior.
3. recognize that the roles of each family member may change for a variety of reasons.
4. identify the possible impacts that death, divorce or an added member may have on a family.
5. cite the contributions of the family in promoting the health of its members.
6. identify ways to be supportive and respectful toward family members, regardless of age.
7. recognize and identify family rules that promote the health and safety of its members.

Goal 2

Each student will develop an understanding of the physical, mental and emotional maturation processes related to one's sexuality.

Objectives

The student will be able to:

1. summarize the characteristic patterns of physical growth from infancy through adulthood.
2. be aware of characteristics of the pre-puberty and post-puberty growth period.
3. identify and discuss signs of physical, mental and emotional maturation.

Goal 3

Each student will identify the reproductive system as one of the major systems of the body and develop an understanding of its function.

Objectives

The student will be able to:

1. identify the major organs of the human reproductive system.
2. discuss the terms sperm, egg (ovum), chromosomes, and identify inherited characteristics.
3. discuss the development of the human fetus from conception to birth.
4. utilize correct terminology of the following words associated with reproduction: ovum, uterus, ovaries, sperm, testicles.

FAMILY LIFE EDUCATION

Grade 6

Goal 1

Each student will demonstrate an understanding that values and attitudes about family life come from the family unit.

Objectives

The student will be able to:

1. define family (see introduction).
2. describe specific roles of parents and children that are complimentary and/or conflicting.
3. appreciate that a positive family environment will encourage communication among members.
4. explain basic steps involved in communicating within the family (e.g., self-expression, listening, etc.).
5. discuss ways of showing love in a family and in a marriage.

Goal 2

Each student will be familiar with emotional and social changes associated with adolescence.

Objectives

The student will be able to:

1. define puberty and adolescence.
2. identify emotional changes associated with puberty.
3. discuss dating as one way of exploring friendships and learning new social skills.
4. identify criteria for acceptable dating behavior.
5. discuss the impact of peer pressure on an adolescent.
6. be aware of personal and familial values in making a rational decision.

Goal 3

Each student will be familiar with physical changes associated with adolescence.

Objectives

The student will be able to:

1. describe the functions of the pituitary gland.
2. be familiar with the concepts of masculinity or male gender and femininity or female gender.

3. identify secondary sex characteristics which develop during puberty in the male (e.g., body hair, deepening of voice, production of sperm and semen, nocturnal emission, upper body muscular development and increased strength).
4. identify secondary sex characteristics which develop during puberty in the female (e.g., body hair, breast development, hips widen, ovulation, menstruation).

Goal 4

Each student will develop an understanding of the human reproductive system.

Objectives

The student will be able to:

1. review types of reproduction in plants and animals.
2. identify major organs in the male reproductive system (e.g., testicles, scrotum, penis).
3. identify major organs in the female reproductive system (e.g., ovary, oviducts, uterus, vagina).
4. define the sperm as the male sex cell needed for reproduction.
5. define the ovum or egg as the female sex cell needed for reproduction.
6. define intercourse as a means of fertilization or display of love between husband and wife.

FAMILY LIFE EDUCATION

Grades 7 and 8

Goal 1

Each student will develop an understanding of how a family unit can have significant influence on its members.

Objectives

The student will be able to:

1. define the term family and discuss different types of family structure.
2. discuss how the health of one family member may affect the family group.
3. discuss the impact of death or divorce on families.
4. explain how family discipline can promote positive behavior by its members.
5. identify interpersonal and communication skills needed for good family relationships.
6. discuss how one's roles and responsibilities in a family change during adolescence.

Goal 2

Each student will realize how the family influences emotional/social growth and development.

Objectives

The student will be able to:

1. describe aspects of emotional and social growth as influenced by the family.
2. define the term "stereotype" and discuss examples.
3. discuss how family members shape and influence an individual's personality and attitudes.
4. discuss the importance of understanding and dealing with emotional characteristics of adolescence.
5. list characteristics of emotional maturity.

Goal 3

Each student will develop an understanding of one's physical growth and development during adolescence.

Objectives

The student will be able to:

1. describe physical changes in the male during adolescence (e.g., body growth, body hair, erections, ejaculations, nocturnal emissions, voice deepening).
2. describe physical changes in the female during adolescence (e.g., body growth, body hair, ovulation, menstruation, breast development).
3. explain how physical changes during adolescence can affect one's self-concept.
4. describe what "acne" is and how it can be controlled by balanced nutrition, rest, exercise and proper hygiene or through medicinal care, if necessary.
5. discuss the importance of proper hygiene practices to control body odor.
6. explain the benefits of good nutritional habits during one's growth and development.
7. discuss diseases of the reproductive system. (See disease prevention unit.)

Goal 4

Each student will identify knowledge of social relations and understand factors that influence one's sexual attitudes.

Objectives

The student will be able to:

1. discuss the qualities of friendship.
2. discuss social communication skills necessary to a dating relationship.
3. list and discuss factors that influence one's sexual attitudes (e.g., parents, peers, environment, childhood experiences, media, advertising).
4. identify several aspects of a loving relationship (e.g., respect, responsibility, trust, consideration).
5. identify appropriate ways of spending time with the opposite sex.

Goal 5

Each student will develop an understanding that one's inherent rights of sexual responsibility include positive and negative consequences.

Objectives

The student will be able to:

1. describe how one's self-concept is strengthened as a result of responsible sexual behavior.
2. explain that sexual abstinence and the ability to say "No" are responsible ways to deal with sexual pressure.
3. explain how one's values play an important role in the decision-making process related to sexuality.
4. list negative consequences associated with premarital intercourse (e.g., pregnancy and its physical, emotional, sociological effects for the child, mother, father and society, STDs and consequences for the person, fetus and sexual partners).
5. identify ways to prevent sexual abuse (e.g., awareness of confusing and uncomfortable touches, assertiveness, saying "No!"), how to handle potentially dangerous situations, and resources to contact for help.

FAMILY LIFE EDUCATION

Grades 9 and 10

Goal 1

Each student will recognize the value and necessity of facilitating communication with family members during normal and difficult times.

Objectives

The student will be able to:

1. define family, identify and discuss factors that promote healthful family relationships.
2. discuss family adjustments to separation, illness, dissolution, divorce, remarriage, death.
3. demonstrate active listening and "I" messages to communicate effectively in the family.
4. be aware of the problem and identify signs of family and domestic violence.
5. discuss conflict resolution techniques within the family.

Goal 2

Each student will demonstrate an understanding of dating relationships as a social process leading to selection of a marriage partner.

Objectives

The student will be able to:

1. identify typical stages in a relationship from dating to marriage.
2. discuss reasons for dating, identify criteria for selecting a date and identify appropriate activities to do on a date.
3. explain the difference between love and infatuation.
4. state areas of adjustment that need to be considered in preparation for and in marriage (e.g., personal relations, education, income, emotional maturity, etc.).
5. identify criteria for selecting a marriage partner.
6. discuss the significances that emotional maturity and good decision-making skills have on dating relationships.

Goal 3

Each student will demonstrate knowledge on the reproductive system.

Objectives

The student will be able to:

1. identify internal and external organs and define terminology associated with the male reproductive system.
2. identify internal and external organs and define terminology associated with the female reproductive system.
3. review prevention, transmission, symptoms and treatment of sexually transmitted diseases, including AIDS, gonorrhea, syphilis, chlamydia and herpes. (See disease prevention unit.)
4. identify other diseases of the reproductive system (e.g., cancer).
5. discuss menstruation, conception, fetal development, childbirth, menopause and genetics.
6. describe effective methods used to reduce risk of birth defects such as fetal alcohol syndrome, etc.
7. evaluate the use, effectiveness, risks and benefits of pregnancy prevention and birth control methods, identifying abstinence as the most effective means of preventing unwanted pregnancy.

Goal 4

Each student will develop and utilize skills for making responsible decisions about sexual behavior based on its consequences for the individual and others.

Objectives

The student will be able to:

1. explore myths and misconceptions concerning sexual behavior.
2. identify factors that influence an individual's decision concerning sexual behavior (e.g., peer pressure, media, self-concept).
3. analyze consequences of becoming sexually active.
4. identify sexual abstinence as a positive option to sexual intercourse.
5. discuss monogamy and responsibility as essential elements in a trusting, healthy marriage/relationship.
6. discuss resistance skills and assertive behaviors that contribute to healthy sexuality.
7. list helping resources concerning sexuality (e.g., sexual pressures, rape, incest, teen pregnancy).
8. discuss sexual orientation, including heterosexuality, homosexuality and bisexuality.

FAMILY LIFE EDUCATION

Grades 11 and 12

Goal 1

Each student will recognize choices, responsibilities and rights of parenting.

Objectives

The student will be able to:

1. discuss the importance of planning and deciding about parenting.
2. examine responsibilities of parents during infancy, childhood, adolescence and adulthood.
3. examine and evaluate lifestyle changes and adjustments that may occur during parenthood (e.g., divorce, death, illness, step-parent, economic and employment changes, etc.).
4. analyze the impact of children on a family, including role changes, responsibilities, and costs.
5. describe possible problems associated with being a teen parent.

Goal 2

Each student will demonstrate an understanding of the reproductive system and reproductive process.

Objectives

The student will be able to:

1. review male and female reproductive organs.
2. review prevention, transmission symptoms and treatment of sexually transmitted diseases.
3. discuss major causes of birth defects (e.g., rubella, drugs, heredity, STDs).
4. describe fertilization and fetal development.
5. discuss factors which may affect healthy pregnancy and childbearing.
6. describe the process of pregnancy and birth.

Goal 3

Each student will develop skills for making responsible decisions about family planning.

Objectives

The student will be able to:

1. examine differing attitudes and views which influence family planning or spacing of children.
2. discuss health and economic considerations which influence family planning.
3. identify abstinence as the most effective means of preventing pregnancy and sexually transmitted diseases.
4. discuss how monogamy and responsibility can positively affect a healthy relationship and prevent disease.
5. evaluate alternative methods of family planning.
6. analyze consequences of being sexually active outside of marriage.
7. demonstrate resistance skills and assertive behaviors that contribute to healthy sexuality.
8. identify resources for assistance in situations concerning sexuality (e.g., sexual decisions, abuse, rape, incest, pregnancy, STDs, etc.).
9. discuss sexual orientation, including heterosexuality, homosexuality and bisexuality.

FAMILY LIFE EDUCATION RESOURCES

National

American Alliance for Health, Physical Education,
Recreation and Dance Publications
P.O. Box 704
Waldorf, MD 20601

Publishes materials for teaching health.

Center for Health Training
157 Yesler Way, Suite 305
Seattle, WA 98104
(206) 447-9538

Write for bibliography of educational materials collected from the Adolescent Primary Abstinence Project, "Helping Teens Wait." Lists curricula, descriptions, format, cost, and addresses, audiovisuals, brochures and miscellaneous information on campaigns, posters and workshops.

Center for Population Options
1012 - 14th Street NW, Suite 1200
Washington, DC 20005
(202) 347-5700

Write for brochures, recent reports, resources, fact sheets and reviews of resources.

National Clearinghouse of Family Planning Information
P.O. Box 10716
Rockville, MD 20850
(301) 770-3662

Write for bibliographies of educational materials on family involvement, sexually transmitted diseases and sexuality education.

National PTA
700 North Rush Street
Chicago, IL 60611-2571
(312) 787-0977

Kits at very low cost. Topics include parenting and AIDS.

ETR Associates
Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830
(800) 321-4407

Write for a catalog of materials on AIDS, STDs, sexuality, family life, sexual abuse prevention and reproductive health. They produce curricula, books, pamphlets, videos and publications.

Paperbacks for Educators
426 West Front Street
Washington, MO 63090
(800) 227-2591

Write for catalog of books on relationships, parenting, sexuality, social behavior, growing up, divorce/step families, communication, assertiveness, adolescence, teen problems, values and decision making.

Planned Parenthood Federation of America
Marketing Department MM
810 Seventh Avenue
New York, NY 10019

Write for free catalog of educational materials and resources. Offices located throughout state.

Public Affairs Pamphlets
381 Park Avenue South
New York, NY 10016

Write for series of pamphlets concerning all aspects of family living, marriage and child guidance.

Sex Information and Education Council
of the U.S. (SIECUS)
32 Washington Place, Room 52
New York University
New York, NY 10003
(212) 673-3850

Up-to-date listing of resources and publish the SIECUS Report.

Social Issues Resource Service (SIRS)
P.O. Box 2348
Boca Raton, FL 33427
(800) 327-0513

Have compiled articles from recent publications relating to sexuality and family relations.

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Government publications available free or low cost on various areas of family living, including Children's Bureau publications and U.S. Office of Education materials.

State and Local

Catholic Family Service
Bismarck: (701) 255-1793
Dickinson: (701) 227-3520
Fargo: (701) 235-4457
Grand Forks: (701) 775-4196
Minot: (701) 852-2854

Have compiled list of resources and many programs available for loan. Includes training if requested.

March of Dimes Birth Defects Foundation
Chapter Office
418 East Rosser Avenue
Bismarck, ND 58501
(701) 223-5194

Fargo: (701) 232-4454
Grand Forks: (701) 772-0574
Minot: (701) 852-4553

Write for a free catalog of materials, curricula, pamphlets, audiovisual, parenting programs, information sheets on congenital defects, posters and publications.

North Dakota Council on Abused Womens Services
418 East Rosser Avenue
Bismarck, ND 58501
(701) 255-6240

Dating Violence: Program Guide to Resources in North Dakota. Also local/regional rape and abuse centers can be contacted.

North Dakota Department of Human Services
Prevention Resource Center
1839 East Capitol Avenue
Bismarck, ND 58501
(800) 642-6744

Materials, books, curricula resources on family life education.

North Dakota State Department of Health
and Consolidated Laboratories
Division of Health Education and Promotion
600 East Boulevard Avenue
Bismarck, ND 58505-0200
(701) 224-2367

Write to the North Dakota State Department of Health and Consolidated Laboratories for a catalog and supplement of Health Films and Materials. There are many films listed on AIDS, STDs, pregnancy and childbirth, fetal development, puberty and sexual development, relationships with others, communication, teenage parenting, birth control and responsibilities. Also the Department has information and curricular materials for loan.

Curricular Materials

Dynamics of Relationships. Equal Partners, 11348 Connecticut Avenue, Kensington, MD 20895. (301) 933-1489. Two programs available, grades 4-7 and grades 8-12. Program includes preventive approach by stressing secure self-esteem, effective communication skills, strong coping skills and realistic expectations of adult roles of relationships, dating, marriage, etc.

5/6 F.L.A.S.H.; 7/8 F.L.A.S.H. Seattle King County Department of Public Health, 400 Vesler Building, Seventh Floor, Seattle, WA 98104. (206) 296-4672. Family Life and Sexual Health programs for grades 5-6 and 7-8.

Globe: Family Living and Sex Education. Globe Book Company, 50 West 23rd Street, New York, NY 10010. Designed for junior/senior high level achieving below grade level. Stresses responsibility and knowledge.

Growing Up and Liking It. Personal Products, P.O. Box 520, Gibbstown, NJ 08027. Free program, geared to grades 4-6 on pubertal health. Booklets, educators kit and video for loan.

Merkl: Education in Sexuality. Glencoe Publishing Company, 15319 Chatsworth Street, Mission Hills, CA 91345. High school sexuality curriculum stressing abstinence in several different areas and deals with consequences of not abstaining.

Merrill: Sexuality: A Responsible Approach. Merrill Publishing Company, A Bell and Howell Company, Columbus, OH 43216. High School sexuality curriculum that stresses responsibilities in relationships, reproductive health, sexual behavior, parenthood and self-protection.

Preventing Sexual Abuse. Learning Publications, Inc., Box 1326, Holmes Beach, FL 33509. Curriculum guides for K-6, 7-12 and special populations.

Sex Respect: The Option of True Sexual Freedom. Respect, Inc., Distribution Center, P.O. Box 349, Bradley, IL 60915. Curriculum for junior/senior high, stresses abstinence, decision making, dating guidelines. Includes separate books for students, parents and teachers.

Skills for Violence Free Relationships. Southern California Coalition on Battered Women, P.O. Box 5036, Santa Monica, CA 90405. (213) 392-9874. Curriculum for age 13-18 youth, addressing abuse and how to confront it or keep relationships free from abuse. $18.95.

Teen-AID, Sexuality Commitment and Family. W 22 Mission, Spokane, WA 99201. A senior high curriculum which places human sexuality in the context of commitment, marriage and family.

Values and Choices. Search Institute, 122 W Franklin, #525, Minneapolis, MN 55404. (612) 870-9511. Curriculum for 7th and 8th grade students, contains 15 lessons, based on values of equality, honesty, respect, responsibility, promise-keeping, self-control and social justice. Has three parent participation sessions included.

When Good Times Go Bad. Turning Point, P.O. Box 103, Columbus, IN 47202. (812) 379-9844. Teenage dating violence.

When Love Really Hurts. Family Crisis Shelter, P.O. Box 1893, Williston, ND 58801. (701) 572-0757. Teenage dating violence curriculum.

Will Power, Won't Power. Girls Clubs of America, Inc., Family Life Division, 205 Lexington Avenue, New York, NY 10016. (212) 689-3700. Available through local Girl Scouts. Curriculum for 12-14 year-old girls with activities to practice assertive skills.

The following curriculum materials are available from ETR Associates, Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830. (800) 321-4407. ETR has many more available curricula and teacher resource materials. Call or write for a catalog.

Family Life Education. Ten session curriculum for junior and senior high. $29.95.

Family Life Education: Resources for the Elementary Classroom. Grades 4, 5, 6. Five topic areas are self, family, friends, decisions and body. Includes 122 activities, a bibliography and audiovisual listing. $29.95.

Family Life Education Teacher Training Manual. Manual for administrators and teachers planning family life programs. $39.95

Self-Discovery Series. Covers caring, loving, sexuality, and developing skills. Up to $14.95.

Sex Education: Teachers' Guide and Resource Manual. Junior/Senior high resource guide written in outline form for major subject areas of family life. $29.95.

Sexuality Education: A Curriculum for Adolescents. Over 125 teaching activities for junior/senior high, complete with lecture material, handouts and resource lists. $34.95.

Sexuality Education: A Curriculum for Parent/Child Programs. Includes nine units covering a variety of topics. Units contain activities, lecture notes, resource sheets and handouts. $29.95.

INTRODUCTION TO DISEASE PREVENTION

The disease prevention strand of the comprehensive health program includes promoting healthy hygiene, distinguishing between illness and good health, and discussing the spread and prevention of communicable diseases, with special attention to sexually transmitted diseases. The physical consequences associated with negative health behavior choices (chemical abuse, early and multiple sexual relations) are targeted.

A secondary goal of disease prevention provides students with skills to assess their wellness, to develop personal health plans, and to promote positive, responsible health choices.

In regard to sexual responsibility, abstinence should be taught as the only 100 percent effective means of preventing sexually transmitted diseases.

DISEASE PREVENTION

Kindergarten

Goal 1

Each student will develop an understanding of healthy personal hygiene habits.

Objectives

The student will be able to:

1. describe some feelings associated with being healthy.
2. identify some good health care practices.
3. explain how good health habits can prevent and control diseases.

Goal 2

Each student will gain an understanding of the common cold.

Objectives

The student will be able to:

1. identify signs and symptoms of a cold.
2. describe ways of caring for a cold.
3. define the word germ.
4. describe ways to prevent the spread of cold germs to others.

Goal 3

Each student will differentiate between medicines and poisons.

Objectives

The student will be able to:

1. define the term medicine.
2. define the word poison.
3. identify responsible people that can safely administer medicine.

DISEASE PREVENTION

Grade 1

Goal 1

Each student will be able to distinguish between being healthy and being sick.

Objectives

The student will be able to:

1. identify characteristics that indicate when a person is healthy and describe feelings associated with being healthy.
2. identify characteristics that indicate when a person is sick and describe feelings associated with being sick.
3. describe the signs and symptoms of a cold.

Goal 2

Each student will develop an understanding that disease-causing organisms can be spread in different ways.

Objectives

The student will be able to:

1. describe ways that germs are spread.
2. identify ways colds are spread.

Goal 3

Each student will demonstrate knowledge of ways to limit the effects of illness.

Objectives

The student will be able to:

1. describe ways to prevent the spread of germs and colds.
2. describe ways to prevent or minimize illnesses (e.g., sleep, drink good fluids, personal hygiene).

DISEASE PREVENTION

Grade 2

Goal 1

Each student will be able to gain an understanding of germs and how they are transmitted.

Objectives

The student will be able to:

1. define the word germ.
2. describe how cold germs are spread.

Goal 2

Each student will be able to recognize ways of protecting oneself from the spread of disease.

Objectives

The student will be able to:

1. discuss how the body fights germs.
2. explain how shots and medicines help a sick person.
3. explain how vaccinations help people stay healthy.
4. recognize the importance of personal cleanliness in relation to good health.
5. explain ways to stay healthy so the body can fight germs.

DISEASE PREVENTION

Grade 3

Goal 1

Each student will gain an understanding of communicable and noncommunicable diseases.

Objectives

The student will be able to:

1. differentiate between communicable (infectious) diseases and noncommunicable (noninfectious) diseases.
2. identify several diseases and classify them as communicable and noncommunicable.
3. discuss the differences between bacteria and viruses.
4. describe how germs are spread.
5. describe disease symptoms and steps to take when these symptoms first appear.

Goal 2

Each student will demonstrate a knowledge of disease prevention.

Objectives

The student will be able to:

1. describe ways of preventing the spread of germs.
2. discuss how the body is protected from diseases.
3. describe the importance of seeing a physician when ill and following the prescribed treatment.
4. identify major contributors in history to the health profession (e.g., Jonas Salk, Louis Pasteur, Edward Jenner) and discuss their contributions.

Goal 3

Each student will demonstrate an understanding of personal responsibility in promoting a healthy lifestyle.

Objectives

The student will be able to:

1. recognize the physical, emotional and social characteristics of a healthy lifestyle.
2. design an individual health plan.

DISEASE PREVENTION

Grade 4

Goal 1

Each student will be able to demonstrate an understanding of communicable (infectious) and noncommunicable (noninfectious) diseases and preventive measures for healthful living.

Objectives

The student will be able to:

1. define the terms communicable, infectious, noncommunicable, noninfectious, bacteria, virus, germs, antibodies and immunity.
2. describe ways that disease agents can enter the body.
3. discuss the ways the body defends itself against disease.
4. list several noncommunicable diseases and discuss how certain health behaviors will increase one's chances of disease (e.g., tobacco use linked to lung diseases and types of cancers).
5. list several communicable diseases and discuss how they are spread and ways to protect oneself.

NOTE: Individual districts may wish to introduce and include information on AIDS and how it is not spread--see special unit on AIDS guidelines.

Goal 2

Each student will appreciate the importance of personal responsibility for avoiding and/or minimizing disease.

Objectives

The student will be able to:

1. list several good health practices that help prevent infectious disease and outline a plan to follow the practices.
2. recognize the roles of parents, friends and health care professionals in enhancing health and preventing or treating diseases.
3. describe how heredity and environment can influence one's health status.
4. recognize that many diseases can be avoided or minimized by one's personal health behavior choices.

DISEASE PREVENTION

Grade 5

Goal 1

Each student will demonstrate an understanding of the process of communicable disease transmission.

Objectives

The student will be able to:

1. explain how germs are spread and list the ways the body defends itself against diseases.
2. identify the cause of the common cold and describe care and treatment for a cold.
3. discuss facts and myths about transmission of some communicable diseases (focus on AIDS and how it is NOT transmitted).

Goal 2

Each student will develop a personal health plan for staying healthy and avoiding disease.

Objectives

The student will be able to:

1. discuss how chemicals taken into the body can be harmful to the body's organs (e.g., tobacco, alcohol).
2. describe personal and social factors that influence health behaviors.
3. identify how health agencies protect one's health (e.g., screening for and treating diseases, immunizations).

DISEASE PREVENTION

Grade 6

Goal 1

Each student will be able to explain the relationship between the human immune system and the disease process.

Objectives

The student will be able to:

1. discuss the function of the immune system.
2. describe information on the transmission of disease-producing organisms.
3. discuss facts and myths about transmission of communicable diseases (focus on AIDS and how it is NOT transmitted).
4. explain the importance of seeking medical help when the immune system is unable to heal or breaks down.

Goal 2

Each student will develop an understanding of diseases and disorders of the body acquired through heredity, lifestyle or environmental factors.

Objectives

The student will be able to:

1. identify major chronic and communicable diseases for the young, middle age and elderly population.
2. identify major diseases and disorders of the various body systems, their causes and prevention factors, if applicable.

Goal 3

Each student will evaluate his or her own health behaviors, analyzing the positive or negative consequences of these choices.

Objectives

The student will be able to:

1. describe ways that contribute to, and identify hazards that affect one's health.
2. name the major disease killers of Americans today and how they relate to behavior choices (e.g., accidents, heart attacks, cancer).

DISEASE PREVENTION

Grades 7 and 8

Goal 1

Each student will demonstrate an understanding of the role of the immune system on keeping healthy.

Objectives

The student will be able to:

1. explain how the immune system keeps an individual healthy.
2. differentiate between communicable (infectious) and noncommunicable (noninfectious) diseases.
3. describe how viruses and bacteria cause disease.
4. identify signs and symptoms of some communicable diseases and how these diseases are spread.

Goal 2

Each student will evaluate hereditary, environmental and lifestyle factors that place a person at risk for disease and/or promote one's health.

Objectives

The student will be able to:

1. identify diseases related to chemical use.
2. discuss prevention, treatment and help resources for diseases related to chemical use and abuse.
3. explain sources, symptoms and treatment of sexually transmitted diseases, including AIDS, gonorrhea, syphilis, chlamydia and genital herpes.
4. relate how positive behavior choices can prevent chemical use related diseases and sexually transmitted diseases (e.g., abstinence from chemicals and sexual activity to prevent spread of STDs).

Goal 3

Each student will have an understanding of the most common disabilities and/or diseases affecting the body systems.

Objectives

The student will be able to:

1. cite examples, symptoms and preventive measures, of the major communicable and noncommunicable diseases affecting various systems of the body.

DISEASE PREVENTION (continued)
Grades 7 and 8

2. discuss different disabilities and/or handicaps of the body, their causes and preventive measures when applicable.
3. discuss health related practices to reduce the risks of cardiovascular diseases and cancer.

DISEASE PREVENTION

Grades 9 and 10

Goal 1

Each student will evaluate diseases and preventive measures associated with the reproductive system.

Objectives

The student will be able to:

1. explain the most cancerous prone organs of the reproductive system (e.g., testicular, prostate, cervical, ovarian, breast cancers) and preventive measures for early detection.
2. list sexually transmitted diseases (syphilis, gonorrhea, chlamydia, genital herpes, hepatitis B, genital warts, pubic lice, scabies, trichomoniasis), discuss cause, transmission, symptoms, treatment.
3. identify the causes, methods of transmission, symptoms and treatment of AIDS.
4. cite the ways of preventing the spread of sexually transmitted diseases or STDs (e.g., abstinence, monogamous relationships, condom use for safer sex).
5. discuss high-risk sexual behaviors (sexual or anal intercourse without use of condom, multiple sexual partners).
6. practice assertive skills to combat pressures of high-risk sexual behaviors.
7. list helping resources available.

Goal 2

Each student will understand that poor health choices are directly related to the leading causes of death and disease in America and practice positive behaviors to enhance personal health.

Objectives

The student will be able to:

1. identify the health risks associated with alcohol, tobacco (all forms), marijuana and other illicit drug use.
2. discuss the effects of chemical use on society (e.g., medical costs, crime, operating motor vehicle).
3. develop assertive skills in negating chemical health risk behaviors.
4. design a personal positive health plan.

DISEASE PREVENTION

Grades 11 and 12

Goal 1

Each student will demonstrate knowledge about communicable and noncommunicable disease.

Objectives

The student will be able to:

1. differentiate between communicable and noncommunicable diseases and how diseases are spread.
2. recognize that cardiovascular disease and cancer are major health problems.
3. discuss the role of the immune system in keeping one healthy.
4. identify the cause, symptoms and treatment of hepatitis B, mononucleosis, gonorrhea, syphilis, genital herpes, trichomoniasis, chlamydia, genital warts, scabies.
5. identify the causes, methods of transmission, symptoms and treatment of AIDS.

Goal 2

Each student will evaluate his or her health choices and make a positive health plan for the future.

Objectives

The student will be able to:

1. identify risk factors and prevention strategies for cardiovascular disease and cancer.
2. discuss ways to control and prevent the spread of STD's (e.g., abstinence, monogamy, condom use for safer sex).
3. discuss ways to control and prevent drug experimentation and use (e.g., abstinence, legal, responsible use as an adult for over-the-counter, prescription drugs and other chemicals).
4. develop one's own set of standards on positive behavior choices and the assertive skills to back one's choices.
5. identify community health agencies and professionals for referral and treatment of various diseases.

RECOMMENDATIONS FOR AIDS EDUCATION IMPLEMENTATION

The following material has been prepared for educators in North Dakota as a guideline for implementation of Acquired Immune Deficiency Syndrome (AIDS) education into their school's curriculum.

Most available literature suggests that the goal of an AIDS education program should be to integrate the factual information of AIDS into a comprehensive health program addressing self-esteem, responsible decision making for oneself, interpersonal relationships, sexuality and drug education curricula. Since there is no cure, nor has there been a vaccine for prevention of AIDS, the strongest weapon against the disease and public panic is education. It is, therefore, the role of the schools to provide sound, age-appropriate medical information and promote responsible behavior choices to the school population.

From the suggested resources, and the guidelines given herein, each school system will need to determine how and when to teach the AIDS information, what resources to use, and in which subject areas the unit will be integrated.

Most of the literature reviewed suggests the following guidelines:

Elementary Level

The Centers for Disease Control suggests that it is important to assure youngsters that the AIDS virus is not an air-borne contagious disease and is not commonly contracted by young children. The main focus of the curriculum should be on wellness, sickness, infection and disease. As a part of a disease prevention unit in grades 4, 5 or 6, depending on the school district, literature suggests a simplified presentation of what AIDS is and how it isn't transmitted.

Junior High

The teaching of AIDS education is strongly suggested as an integrated part of a comprehensive health course at grade 7 or 8.

Information about the disease, how it is contracted and prevented should be offered at this level. Common myths about transmission and an emphasis on choices of low-risk vs. high-risk behaviors is encouraged. The theme of prevention is that abstinence from sex and drugs is the only appropriate behavior.

Senior High

Again, it is strongly suggested that AIDS education be taught in a comprehensive health class in grades 9 or 10. Implementation in a biology, economics, social science, or family relationships class in grades 11 or 12 would be appropriate if there is no health class at either grade. The information presented is more technical, scientific and medically oriented to describe how AIDS affects the body, symptoms of the disease, how it's transmitted, prevention measures and available resources in a community. Prevention measures look at high-risk vs. low-risk behavior choices. Abstinence, monogamous and responsible relationships are emphasized, as well as resistance to the pressures of illicit drug use. Students in grades 11 and 12 would benefit from discussing the legal, economic, social, medical and ethical issues surrounding AIDS.

Other Comments

Most of the reviewed articles make the following recommendations:

1. AIDS education is most effective when integrated into a comprehensive health or sex education course which includes promoting decision-making skills, self-concept, and responsibility in dating relationships.

2. AIDS education should be "age appropriate" to alleviate frightening youngsters about sexuality, linking it to causation of death.

3. When developing and integrating an AIDS education program, school districts need to address the following:

    a. At what grade levels and in which subjects will AIDS instruction be implemented (e.g., health, physical education, biology, social studies, home economics, economics, etc.)?

    b. Will the instruction be large group presentation, or small group discussions?

    c. What is the availability of guest speakers, outside resources (brochures, etc.) or teacher inservice for the instructors of AIDS education?

    d. Will the school have a contact person (counselor, health specialist) that students can go to with further questions?

    e. Will there be AIDS presentations offered to other staff personnel, parents and the community?

    f. How specific will instruction be on issues such as cleaning needles, use of condoms?

    g. Will a committee of administrators, teachers and community resources examine, review and preview the instructional resources and materials to determine which will be most effective in their school and community for implementation, and at which age level will be most appropriate for specific resources?

DEVELOPING AN AIDS EDUCATION CURRICULUM

On March 12, 1987, The Board of Regents of the Centers for Disease Control, Office of School Health and Special Projects in Atlanta, revised its policy on Sex and Family Life Education and advised school districts to "proceed as expeditiously as possible to implement (AIDS education) programs by September, 1987." On April 27, 1987, the Board of Regents amended the Basic Education Program (BEP) to require AIDS education by September, 1987.

In an effort to assist school officials with this task, the following guidelines are offered:

1. WORK WITH THE COMMUNITY. In order to overcome some of the objections often raised regarding AIDS and the controversial nature of some of the concepts and resources, the Board of Regents has mandated community-based input. In this way, schools, working with parents, religious leaders and others, can develop a program that meets the needs of the community.

2. SEEK HELP FROM THE MEDICAL COMMUNITY. While the actual writing of the curriculum should be done by the educators, most school officials feel that the medical community should be involved in determining the accuracy of the information, helping with inservice training programs for teachers, and in assembling AIDS resource teams to help school staff.

3. PROVIDE APPROPRIATE INSERVICE TRAINING. Because teaching about AIDS requires an understanding of some specific information--the nature of infectious diseases, how the AIDS virus is transmitted, and the best methods of prevention--teachers and administrators involved in an AIDS program should have thorough training sessions, including discussions of what values will be taught and which audiovisuals and texts will be used.

4. MAKE INSTRUCTION EDUCATIONALLY SOUND. The goal of any AIDS curriculum, say the experts, should be not only to inform students of the imminent dangers of the virus, but also to integrate the information into a broader context of learning about self-care and personal responsibility in general, and about sexually transmitted diseases, specifically. Good AIDS curricula should include testing and evaluation measures.

5. PREPARE TO BE HELD ACCOUNTABLE. No amount of careful, reasoned preparation of an AIDS curriculum can protect you from opposition by parents and others who might not agree that such an intimate topic should be discussed in school. While teachers and students might be embarrassed and uncomfortable with the material, it is absolutely necessary to overcome these problems if the program is to be successful and the health of all students is to be protected.

AIDS EDUCATION

Kindergarten Through Grade 3

Goal 1

Each student will gain an understanding of sickness and disease and how they are spread.

Objectives

The student will be able to:

1. describe the difference between sickness and health.
2. realize that some diseases are contagious.
3. identify some childhood diseases and how they are spread.
4. describe feeling healthy.

Goal 2

Each student will gain an understanding of how to stay healthy.

Objectives

The student will be able to:

1. identify ways in which disease or sickness can be spread.
2. describe ways of preventing disease or sickness.
3. describe ways to improve one's own personal health.

NOTE: Education about AIDS for students in early elementary grades should be designed to allay excessive fears of the epidemic and of becoming infected. If AIDS is discussed, the following points can be made:

--AIDS is a disease that causes some adults to get very ill, but does not commonly affect children.

--AIDS is very hard to get. You can't get it by being near or touching someone who has it.

--Scientists all over the world are working very hard to find a way to stop people from getting AIDS and to cure those who have it.

AIDS EDUCATION

Grades 4 Through 6

Goal 1

Each student will gain an understanding of sickness and disease and how they are spread.

Objectives

The student will be able to:

1. describe the difference between communicable and noncommunicable disease.
2. explain how some diseases are commonly transmitted.
3. explain what AIDS is in simplified terms.
4. explain myth vs. facts on the transmission of AIDS.

Goal 2

Each student will be able to describe how behaviors can prevent disease.

Objectives

The student will be able to:

1. identify unhealthy behavior choices.
2. identify healthy lifestyle alternatives that help in disease prevention.
3. develop a personal plan for staying healthy.

NOTE: AIDS education in the late elementary grades should focus on what AIDS is and how AIDS is not transmitted. It should be included in the disease prevention unit of a comprehensive health curriculum.

AIDS EDUCATION

Grades 7 and 8

Goal 1

Each student will develop an understanding of what AIDS is and what causes it.

Objectives

The student will be able to:

1. define the term AIDS.
2. explain in simplified terms, what the immune system is and how it works.
3. explain in simplified terms how AIDS breaks down the immune system.
4. identify the cause of AIDS as the HIV virus.

Goal 2

Each student will gain an understanding of how AIDS is transmitted and the basic symptoms of the disease.

Objectives

The student will be able to:

1. explain where the AIDS virus is found (body fluids).
2. explain how the AIDS virus is transmitted.
3. explain how the AIDS virus is not transmitted.
4. identify high-risk behaviors for acquiring and transmitting the AIDS virus.
5. understand the different levels of the virus infection.

Goal 3

Each student will gain an understanding of how AIDS can be prevented and treated.

Objectives

The student will be able to:

1. discuss ways to prevent the spread of AIDS, including abstinence from sexual intercourse, monogamous relationships, refraining from use of I.V. drugs.
2. describe current treatment methods for AIDS.
3. practice assertive responses to chemical and sexual pressures.

NOTE: If the 7th/8th grade contact with all students is the last formal AIDS presentation at the local level, information on the use of condoms for safer sex is recommended under goal three, objective one.

AIDS EDUCATION

Grades 9 Through 12

Goal 1

Each student will be able to describe what AIDS is, what causes it and how it affects the carrier.

Objectives

The student will be able to:

1. define the term AIDS.
2. explain what the immune system is and how it works.
3. explain how AIDS breaks down the immune system.
4. identify the cause of AIDS as the HIV virus.

Goal 2

Each student will gain an understanding of how AIDS is transmitted and the basic symptoms of the disease.

Objectives

The student will be able to:

1. explain how the AIDS virus is transmitted.
2. explain how the AIDS virus is not transmitted.
3. identify high-risk behaviors for acquiring and transmitting the AIDS virus.
4. describe the symptoms and differences in the infection levels of the virus.

Goal 3

Each student will gain an understanding of how AIDS can be prevented and treated.

Objectives

The student will be able to:

1. describe the decisions that individuals must make to prevent the transmission of AIDS.
2. discuss ways to prevent the spread of AIDS, including sexual responsibilities (e.g., abstinence, monogamy, condoms), and refraining from illicit I.V. drug use, anal intercourse, multiple sexual partners.
3. identify resources for AIDS information and testing.
4. describe current treatment methods for AIDS.

Goal 4

Each student will gain an understanding of the impact of AIDS on persons with the virus and on society.

Objectives

The student will be able to:

1. discuss the types of stress AIDS places on a carrier (physical, emotional, social, economic).
2. discuss the types of stress AIDS places on society (economic, social, emotional).

AIDS PRE- AND POST-TEST FOR JUNIOR HIGH YOUTH

Directions: Circle the correct response.

True	False	Don't Know		
T	F	?	1.	AIDS is a deficiency of the immune system.
T	F	?	2.	A person's immune system helps to keep one from becoming sick.
T	F	?	3.	All people infected with HIV look and feel sick.
T	F	?	4.	AIDS is caused by the HIV virus.
T	F	?	5.	There are certain behaviors that a person can avoid to lower his or her risk of AIDS infection.
T	F	?	6.	AIDS is a curable disease.
T	F	?	7.	A person can be infected with the HIV virus and not know it.
T	F	?	8.	There are many school-aged children with the AIDS virus.

9. Place a check by the ways the virus has been transmitted.

_____a. Shaking hands
_____b. Sneezing
_____c. Mosquito bites
_____d. Donating blood
_____e. Receiving blood from transfusion before 1985
_____f. In food/water
_____g. Kissing
_____h. Swimming pools
_____i. Schools
_____j. Homosexual intercourse
_____k. Heterosexual intercourse
_____l. Hugging
_____m. Touching
_____n. Toilet seat
_____o. I.V. drug use
_____p. To unborn baby through infected mother
_____q. Telephones

10. Name two ways that one can prevent becoming infected with AIDS virus.

________________________________ ________________________________

AIDS PRE- AND POST-TEST FOR SENIOR HIGH YOUTH

Directions: Circle the correct response.

True	False	Don't Know		
T	F	?	1.	AIDS is caused by the HIV virus.
T	F	?	2.	AIDS stands for acquired immune deficiency syndrome.
T	F	?	3.	All people infected with HIV look and feel sick.
T	F	?	4.	AIDS is a preventable disease.
T	F	?	5.	AIDS is a curable disease.
T	F	?	6.	AIDS can be contracted by homosexual intercourse.
T	F	?	7.	AIDS can be contracted by heterosexual intercourse.
T	F	?	8.	AIDS can be contracted by donating blood.
T	F	?	9.	Babies can be born with the virus if the mother has been infected.
T	F	?	10.	People who share I.V. needles can spread AIDS.
T	F	?	11.	Anal intercourse is a high-risk behavior.
T	F	?	12.	Having many sex partners will increase one's chances of getting AIDS.
T	F	?	13.	AIDS can be spread in food.
T	F	?	14.	There is a blood test that detects the AIDS virus.
T	F	?	15.	North Dakota provides free, confidential blood testing for the AIDS virus.
T	F	?	16.	Condoms (rubbers) can help prevent the spread of AIDS.
T	F	?	17.	The physical signs of AIDS are always the same.
T	F	?	18.	Anyone infected with the AIDS virus can spread it.
T	F	?	19.	All people infected with the AIDS virus die within two years.
T	F	?	20.	Most blood donated after May 1985 is free of the AIDS virus.

AIDS PRE- AND POST-TEST FOR SENIOR HIGH YOUTH (continued)

True	False	Don't Know		
T	F	?	21.	There are very few school-aged children infected with the virus.
T	F	?	22.	AIDS is a deficiency of the immune system.
T	F	?	23.	AIDS is transmitted by insect bites.

______________________________ 24. List high-risk behaviors that increase one's chances of being infected with the AIDS virus.

____

____

____

______________________________ 25. List four ways people can reduce the chances of being infected with the AIDS virus.

____

____

____

KEY FOR AIDS PRE- AND POST-TESTS

Junior High Pre-Test, p. 126

1. T
2. T
3. F
4. T
5. T
6. F
7. T
8. F
9. e, j, k, o, p
10. Could have combination of answers:
    - Don't inject drugs
    - Don't share drug needles
    - Don't have sexual intercourse
    - Use protection during intercourse
    - Monogamous sexual partner

Senior High Pre-Test, pp. 127-128

1. T
2. T
3. F
4. T
5. F
6. T
7. T
8. F
9. T
10. T
11. T
12. T
13. F
14. T
15. T
16. T
17. F
18. T
19. F
20. T
21. T
22. T
23. F
24. Sharing dirty needles/injecting drugs
    Sexual promiscuity
    Anal intercourse
    Unprotected sexual intercourse
25. Don't use drugs/clean needle between use
    Sexual abstinence/lifetime monogamous partner
    Use of condom for sexual intercourse

DISEASE PREVENTION RESOURCES

National

The following organizations provide viable resources to assist in the instruction of health education programs. While the list is not all-inclusive, it does provide a broad cross section of interest. Write to obtain a list of publications, brochures and materials.

American Academy of Pediatrics
P.O. Box 927
141 Northwest Point Road
Elk Grove Village, IL 60007

American Medical Association
Department of Health Education
535 North Dearborn Street
Chicago, IL 60610
(312) 751-6000

American School Health Association
Kent, OH 44240
(216) 678-1601

Association for the Advancement
of Health Education
1900 Association Drive
Reston, VA 22091
(703) 476-3481

Centers for Disease Control
Center for Health Promotion
and Education
Bldg. One South, Rm. SSB 249
Clifton Road, NE
Atlanta, GA 30333
(404) 329-3492
OR
(404) 329-4698

Clearinghouse on Child Abuse/Neglect Info.
P.O. Box 1182
Washington, DC 20013
(301) 251-5157

Clearinghouse for Occupational Safety
and Health Information
Tech Information Branch
4676 Columbia Parkway
Cincinnati, OH 45226
(513) 684-8326

Consumer Information Center
Pueblo, CO 81009

Consumer Product Safety Commission
Washington, DC 20207
(800) 638-CPSC

Environmental Protection Agency
Public Information Center
Room PM 211-B
401 M Street SW
Washington, DC 20460
(202) 829-3535

Food and Drug Administration
Office of Consumer Affairs
5600 Fishers Lane
Rockville, MD 20857
(301) 443-3170

National Cancer Institute
Building 31, Rm. 10A-18
9000 Rockville Pike
Bethesda, MD 20205
(301) 496-4070
OR
(800) 4-cancer

National Center for Health Education
30 East 29th Street
New York, NY 10016
(212) 689-1886

National Clearinghouse for Drug Abuse Information
P.O. Box 416
Kensington, MD 20795
(301) 443-6500

National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20852
(301) 468-2600

National Health Information Clearinghouse
P.O. Box 1133
Washington, DC 20013-1133

National Highway Traffic Safety Administration
NTS-11
U.S. Department of Transportation
400 Seventh Street SW
Washington, DC 20590
(202) 426-9294

National Institute of Mental Health
Science Comm. Branch
Public Inquiry Section
Parklawn Bldg., Rm. 15C 17
Fishers Lane
Rockville, MD 20857
(301) 443-4513

National Maternal and Child Health Clearinghouse
3520 Prospect Street SW
Suite 1
Washington, DC 20057
(202) 625-8410

President's Council on Physical Fitness/Sports
450 Fifth Street NW, Suite 7103
Washington, DC 20001
(202) 272-3430

Project Choice - 1721
Fred Hutchinson Cancer
Research Center
1124 Columbia Street
Seattle, WA 98014
(206) 467-4679

State

Most counties and cities have health-related agencies and organizations which can provide consultation, speakers, pamphlets, audiovisuals and curricular materials to schools. The following is a selected sample of some of these resources.

American Cancer Society of North Dakota
P.O. Box 426
Fargo, ND 58107
(701) 232-1385
OR
(800) 342-4535

American Diabetes Association of North Dakota
Box 234
Grand Forks, ND 58206
(800) 666-6709

American Heart Association
Dakota Affiliate
P.O. Box 1287
Jamestown, ND 58402
(800) 532-8688

American Lung Association of North Dakota
P.O. Box 5004
Bismarck, ND 58502
(701) 223-5613
OR
(800) 252-6325

Fargo Regional Office
305 - 11th Street South
Fargo, ND 58103
(701) 235-2684

American Red Cross
Territorial Manager
North Star Territory
P.O. Box 944
Jamestown, ND 58402-0944
(701) 252-6746

Epilepsy Foundation
Lucille Kingsley, Outreach Coordinator
Red River Office, Suite 510
15 Broadway
Fargo, ND 58102
(701) 235-0702
OR
(800) 852-8518 Ext. 600

March of Dimes Birth Defects Foundation
Chapter Office
418 East Rosser Avenue
Bismarck, ND 58501
(701) 223-5194

Fargo:	(701) 232-4454
Grand Forks:	(701) 772-0574
Minot:	(701) 852-4553

North Dakota Department of Human Services
Division of Alcoholism and Drug Abuse
1839 East Capitol Avenue
Bismarck, ND 58501
(701) 224-2769

North Dakota Department of Human Services
Division of Mental Health Services
600 East Boulevard Avenue
Bismarck, ND 58505-0250

North Dakota Medical Association
204 West Thayer
Bismarck, ND 58501
(701) 223-9475

North Dakota Mental Health Association
Box 160
Bismarck, ND 58502
(800) 472-2911

North Dakota State Department of Health
and Consolidated Laboratories
Division of Disease Control
600 East Boulevard Avenue
Bismarck, ND 58505-0200
(701) 224-3324

North Dakota State Department of Health
and Consolidated Laboratories
Division of Health Education and Promotion
600 East Boulevard Avenue
Bismarck, ND 58505-0200
(701) 224-2367

North Dakota Department of Public Instruction
Division of Guidance and Chemical Dependency
600 East Boulevard Avenue
Bismarck, ND 58505-0440
(701) 224-2269

North Dakota State Highway Department
Division of Traffic Safety
608 East Boulevard Avenue
Bismarck, ND 58505-0700
(701) 224-2453

Local

Agencies and organizations

Alcoholics Anonymous
Arthritis Foundation
Cancer Society
Environmental Protection Agency
Heart Association

Hospital Auxiliary
Lung Association
Mental Health Center
Office on Aging
Red Cross
Soil Conservation Service

City, county and state health departments

Dietitians and nutritionists
Environmental engineers
Health commissioners
Health educators
Public health nurses
Sanitarians

Emergency medical personnel
Ambulance personnel
Emergency medical technicians
Fire fighters
Red Cross first-aid instructors
Rescue squad workers

Hospitals, clinics and health centers
Dental hygienists and assistants
Dentists
Inhalation therapists
Laboratory technologists
Medical records librarians
Nursing personnel
Paramedics and physician assistants
Patient educators
Physicians
Physical therapists

Mental health workers
Crisis center workers
Family counselors
Psychiatric social workers
Psychiatrists
Psychologists
School guidance counselors

Other health personnel
Ophthalmologists
Optometrists
Pharmacists
School health educators
School nurses

Schools
State and local School Board Associations
State and local PTA

AIDS EDUCATION RESOURCES

National and State

American Council of Life Insurance
Health Insurance Association of America
Department 190
1001 Pennsylvania Avenue NW
Washington, DC 20004-2599

The pamphlet "Teens and AIDS: Playing It Safe" covers conversations between adolescents in a school setting and emphasizes basic facts about AIDS in a positive, "you-are-in-control-of-whether-or-not-you-get-AIDS" point of view. Subject titles include "Don't Use Drugs," "Remember It's OK to Say 'No' to Sex," and "Avoid Dangerous Sex." It also tells readers where to get additional, up-to-date information. Cost: $10 per package of 100.

American Red Cross
Territorial Manager
North Star Territory
P.O. Box 944
Jamestown, ND 58402-0944
(701) 252-6746

The following brochures are available:

1. AIDS: The Facts
2. AIDS and Children: Information for Parents of School-Age Children
3. AIDS and Children: Information for Teachers and School Officials
4. What Every Parent Should Know about AIDS
5. If Your Test for Antibody to the AIDS Virus is Positive
6. AIDS and the Safety of the Nation's Blood Supply
7. Facts about AIDS and Drug Abuse
8. AIDS, Sex and You
9. Teen-agers and AIDS

A poster of Patti LaBelle stating, "Don't Listen to Rumors About AIDS. Get the Facts"; also lists the toll-free Public Health Service AIDS hot-line number.

The following videos are available:

A Letter From Brian (30 min.) - Action-oriented film based on prevention/abstinence.

Beyond Fear (58 min.) - Factual documentary for junior and senior high.

Answers About AIDS (18 min.) - Surgeon General talks to high school students.

Channing L. Bete Co., Inc.
200 State Road
South Deerfield, MA 01373-0200
(800) 628-7733

Pictorial AIDS pamphlets designed for teens with lower reading skills. Single copies may be obtained by calling Public Affairs Office of the Centers for Disease Control, free. (404) 329-3286.

Minnesota AIDS Project
2025 Nicollet Avenue South
Minneapolis, MN 55404
(612) 870-7773

A poster and teaching guide, "Hey! You Know What? You Can't Get AIDS From . . ."

National AIDS Hotline	
(for a taped message)	(800) 342-AIDS
(for a counselor)	(800) 447-AIDS

ETR Associates
Network Publications
P.O. Box 1830
Santa Cruz, CA 95061-1830
(800) 321-4407

May write for catalog to order books, pamphlets and curriculum materials on AIDS.

ND AIDS Hotline	(800) 472-2180
ND Medical Association	(701) 223-9475

ND Public Health Clinics
(for information & screening)

Site

Bismarck
Carson
Devils Lake
Dickinson
Fargo
Grand Forks
Jamestown
Minot
Stanton
Wahpeton
Williston

North Dakota State Department of Health
and Consolidated Laboratories
Division of Health Education and Promotion
600 East Boulevard Avenue
Bismarck, ND 58505-0200

The State Health Department has numerous videos and films on AIDS. An updated list can be obtained by writing to them. Films and videos must be ordered in writing. Brochures may be obtained by calling (701) 224-2367.

Sex Information and Education Council
of the U.S. (SIECUS)
32 Washington Place, Room 52
New York University
New York, NY 10003
(212) 673-3850

AIDS and safer sex information. Bibliography of print and audiovisual materials for sale. Offers single copies.

Sex Information and Education Council
of the U.S. (SIECUS)
32 Washington Place, Room 52
New York University
New York, NY 10003
(212) 673-3850

The pamphlet, How to Talk to Your Children About AIDS, lists guidelines for discussing AIDS with the preschool child through late teens. Single copies available.

Local

--Private local, regional, health care providers

--Local family social services agencies and organizations

--Local and regional mental health centers

--Churches and synagogues

Curricular Materials

Listed below are resources on health instruction about AIDS, which are included to provide additional background and content materials for health professionals to use and modify to fit their specific program needs. All of these resources are intended to be used within a developmental, sequential health education program.

There are many materials available and more are being developed. Most of the state and national organizations listed have additional resources and materials available upon request. Local preview of the materials by a committee is encouraged to determine the best approach for individual communities. Listing herein does not necessarily mean state endorsement of any particular program or materials.

AIDS Information Resources Directory, American Foundation for AIDS Research. Attention: AIDS Information Resources Directory, 40 West 57th Street, Suite 406, New York, NY 10019-4001. Publication listing all professional groups/organizations with brochures, films, videos, posters, catalogs and curricular materials.

AIDS: What We Need to Know. Level 1 (Grades 7-9) and Level 2 (Grades 10-12). Pro Ed., 5341 Industrial Oaks Boulevard, Austin, TX 78735, 1988. Cost: Level 1-$49, Level 2-$59.

Extensive resource booklet and instructional program, many transparency masters included in instructor's manual. Student workbook includes information and worksheets.

American Red Cross. AIDS Prevention Program for Youth. Contact your local Red Cross Chapter or Territorial Manager, North Star Territory, P.O. Box 944, Jamestown, ND 58402-0944; or call (701) 252-6746 to obtain the name of the closest chapter.

This program consists of three videos, a student workbook, a teacher/leader's guide and a brochure for parents. Additional materials, pamphlets and posters are also available.

Breaking the Chain: A Sexually Transmitted Disease Teaching Guide. Planned Parenthood, 2202 South Hanley Road, St. Louis, MO 63144. (314) 781-3800.

Teaching guide on sexually transmitted diseases. Includes classroom posters, fact sheets, suggested discussion questions, worksheets and activity ideas. Handouts can be copied and distributed to students. A 7-minute video is also included.

Criteria for Evaluating an AIDS Curriculum. Boston: National Coalition of Advocates for Students, 1987. Available from: The National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02111. (617) 357-8507. Also available in Spanish; $2.

This document provides a checklist for evaluating instruction about AIDS. Attachments include the following: "K-12 Matching Approaches to AIDS Education with Childhood Development," "What Adolescents Should Know About AIDS," and "Staff Training."

Into Adolescence: Learning About AIDS, Contemporary Health Series. Available from ETR Associates, Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830. (800) 321-4407. An AIDS curriculum for grades 5-8, $12.95, 1988.

Koch, Janice. AIDS: A Primer For Children, Talking About AIDS: An Understanding. Berrent Publications, Inc., 1025 Northern Boulevard, Roslyn, NY 11576, 1988. (516) 365-4040.

Primer is written for early elementary children and Understanding is written for middle school-age children. Sold in sets of 25 for $115/set.

Merrill Publishing Co. AIDS: What You Should Know, AIDS: Understanding and Prevention. Merrill Publishing Co., 1300 Alum Creek Drive, P.O. Box 508, Columbus, OH 43216. (800) 848-1567, 8:00 a.m. to 5:00 p.m.

AIDS: What You Should Know is recommended for grades 5 and up and offers a flexible approach for teaching AIDS. AIDS: Understanding and Prevention is recommended for grades 9 and up. It covers risk behaviors, risk situations and preventive measures. Both versions include what AIDS is, the history, signs and symptoms of AIDS, how the virus is detected, transmitted and prevention of transmission. A video for grades 7 and up is also available.

Preventing AIDS Through Education. St. Paul: Minnesota Department of Education, Learner Support Systems Section, August 1986 (revised, December 1987). Available from: Minnesota Curriculum Service Center, 3554 White Bear Avenue, White Bear Lake, MN 55110, $6. (612) 770-3943.

Resource guide developed to assist educators in presenting information about AIDS to elementary and secondary students. Content areas include transmission and prevention; specific learner outcomes for each age level; and instructional activities for elementary, junior high and high school students for use in the areas of health, home economics, family life and social studies.

Quackenbush, Marcia and Sargent, Pamela. Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome, $15, 1986. Available from ETR Associates, Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830. (800) 321-4407.

Resource guide designed for teachers, youth leaders and health educators as a practical and relevant approach to integrating AIDS information into existing courses. Written in language appropriate for use with teenagers and up, it offers suggestions for classroom discussion about sexuality, troubleshooting tips for teachers, and updates on AIDS information.

Ibid. Does AIDS Hurt? $14.95, 1988. Suggestions for teachers, parents and other care-providers of children to age 10 for educating about AIDS.

Reducing The Risk: A School Leaders Guide to AIDS Education, Vol. 2. Leadership Reports, National School Boards Association, 1680 Duke Street, Alexandria, VA 22314. (703) 838-6722.

Administrative Resource for implementing AIDS policies and curricula in schools.

Sroka, Stephen R., and Leonard H. Calabrese. STD: Educator's Guide to AIDS and Other STDs, $25, 1987. Lakewood, OH: Health Education Consultants, 1284 Manor Park, Lakewood, OH 44107. (216) 521-1766.

The Sroka Plan is a program to help departments of health and/or education implement AIDS/sexually transmitted disease (STD) education for students in grades 5 through 12. The plan is included in a three-ring notebook. STDs including AIDS are presented within the chain of infection concept. It emphasizes an activity-oriented, behavioral approach to AIDS/STD education. A special supplement on AIDS includes a copy of the Surgeon General's Report on AIDS, additional AIDS activities and "AIDS Guidelines for Schools."

STD/Sexually Transmitted Diseases. American Social Health Association, Abbott Laboratories, Abbott Park, IL 60064. Teacher's guide and kit includes six activities on spirit masters, four transparencies and lesson plans on the eight most common STDs.

What Kids Need to Know About AIDS. Resources and Life Skills for Educators K-6, 1987. Planned Parenthood of Northeast Pennsylvania, 112 North 13th Street, Allentown, PA 18102, $15. (215) 378-1697.

Stresses decision-making skills and building self-esteem.

Yarber, William L. AIDS: What Young Adults Should Know. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance, 1987. Instructor's manual and student guide available from: American Alliance Publications, P.O. Box 704, Waldorf, MD 20601; instructor's manual, $8.95; student guide, $2.50 for one to four copies, $1.75 for five to 29 copies; and $1 for 30 or more copies.

A three-session lesson plan appropriate for grades 7 through 12. The instructor's manual includes the goals of AIDS education and outlines learning opportunities to reinforce the personal health behaviors and attitudes included in the student guide. Test questions and a list of answers to commonly asked questions are also included. Appendices contain student handouts and worksheets. The student guide encourages young adults to discuss many important AIDS issues with their parents and teachers. The guide focuses on how to avoid becoming infected with the AIDS virus and an understanding that individual preventive efforts are critical to stopping the epidemic.

Audiovisual Materials

AIDS/Answers for Young People (17 1/2 min.) - Middle school/jr. high, Churchill Films, 662 North Robertson Boulevard, Los Angeles, CA 90069-9970. Basic information on AIDS given by senior high students to junior high students. Done in concise manner. Stresses abstinence and responsibility. $390.

AIDS: Can I Get It? (48 min.) - Light VT, 21 Highland Circle, Needham Heights, MA 02194. (800) LIGHT-VT. Video cassette documentary of AIDS. $9.95 plus $2 shipping/handling.

AIDS: Everything You Should Know (21 min.) - AIMS Media, 6901 Woodley Avenue, Van Nuys, CA 91406-4878. (800) 367-2467. Hosted by Whoopi Goldberg. Ages: junior/senior high. Comes with discussion guide. Designed for teens. Teaches to take responsibility and avoid exposure to virus. Discusses transmission, effect on immune system and dispels myths. Emphasis on abstinence.

AIDS: Learn for Your Life (30 min.) - Senior high.
AIDS: Taking Action (20 min.) - Junior high. All Media Productions, Education Division, 1424 Lake Drive SE, Box K, Grand Rapids, MI 49501. Both videos include curriculum guide. Basic explanations, message is abstinence and responsibility. $250 each.

AIDS in Your School (23 min.) - Altschul Group, 930 Pitner Avenue, Evanston, IL 60202. (800) 323-9084. Created for high school students, this video tape discusses disease's history, transmission and prevention, as well as human dimensions. $320.

The AIDS Movie (26 min.) - Available from: New Day Films, 22 Riverview Drive, Wayne, NJ 07470-319/N. (201) 633-0212. Video cassette with teacher's guide is suitable for use with lessons in grades 7 through 12. AIDS educator David Brumbach speaks about the importance of AIDS awareness and prevention. Three people with AIDS share the realities of the disease, including what it's like to live with it and how to protect yourself against it. Rental, $57; purchase price, $385 (plus $5 shipping).

AIDS: Myths and Facts (23 min.) - Marshfield Video Network, 1000 North Oak Avenue, Marshfield, WI 54449. (800) 782-8581, Ext. 5127. A discussion by two physicians about AIDS. Includes study guide and pre-post-test. Appropriate for junior and senior high students. $40.

AIDS: What Everyone Needs to Know: Revised (20 min.) - Churchill Films, 4514 Green Cove Court, Olympia, WA 98502; (206) 866-3639 or 662 North Robertson Boulevard, Los Angeles, CA 90069-9970; (213) 657-5110. Video tape for ages 14-adult. Factual, straightforward and stresses abstinence, responsibility. $275 plus $2 shipping.

Sex, Drugs and AIDS (18 min.) - Ages 16-Young adult. Basic information, responsibility. The Subject Is: AIDS (18 min.) - Ages 12-Young adult. Both video tapes are available from: O.D.N. Productions, Inc., 74 Varick Street, #304, New York, NY 10013. (212) 431-8923. Revised copy of Sex, Drugs and AIDS with the message of abstinence. Includes discussion guides and fact sheets. $325 each.

What Young People Should Know About AIDS (18 min.) - Channing L. Bete Co., Inc., 200 State Road, South Deerfield, MA 01373. Basically a question/answer video, has variety and concise explanations. Video and booklet included for $240.

References

AIDS and Adolescents: Resources for Educators. Center for Population Options, 1012 - 14th Street NW, Washington, DC 20005, $2.30 ppd. (202) 347-5700.

AIDS and the Law: A Guide for the Public. American Alliance Publications, P.O. Box 704, Waldorf, MD 20601. Order #0-300-040-04078-4. Cost: $8 plus $1.50 shipping and handling.

Surgeon General's Report on AIDS. AIDS, P.O. Box 14252, Washington, DC 20044, free.

INTRODUCTION TO COMMUNITY/ENVIRONMENTAL HEALTH

Since individual responsibility for one's health is a fundamental concept of health education, the support and cooperation of personal, community and governmental efforts to promote optional well-being is essential.

Community health programs today not only focus on physical health concerns, but are accepting the challenges of sociological, psychological and environmental factors that affect an individual's health. Government and community agencies offer a wide range of services designed to prevent and protect the community from a variety of health problems, ranging from disease to pollution.

The major goals of the community/environmental strand of the comprehensive health curriculum are to stimulate an awareness of community and environmental health problems, cite sources of assistance in dealing with them, and encourage an individual's responsibility to conserve resources, conform to rules and regulations and avoid behaviors that contribute to the deterioration of the environment and community.

NOTE: For more in-depth study of the environment, see the North Dakota science curriculum guides.

COMMUNITY/ENVIRONMENTAL HEALTH

Kindergarten

Goal 1

Each student will gain an understanding of community health helpers and agencies.

Objectives

The student will be able to:

1. define the term health helper.
2. identify workers who are health helpers.
3. be aware of health agencies in the community.

COMMUNITY/ENVIRONMENTAL HEALTH

Grade 1

Goal 1

Each student will understand the importance of medical procedures in maintaining health.

Objectives

The student will be able to:

1. be aware of health helpers, their procedures and common health instruments.
2. realize the importance of the immunization procedure.

COMMUNITY/ENVIRONMENTAL HEALTH

Grade 2

Goal 1

Each student will recognize the importance of a clean environment for the community.

Objectives

The student will be able to:

1. describe the importance and cite ways of maintaining clean homes and schools.
2. discuss what can be done to help keep the neighborhood and community clean (e.g., recycling products, collecting cans from streets, etc.).

COMMUNITY/ENVIRONMENTAL HEALTH

Grade 3

Goal 1

Each student will develop an understanding of the community as a place where a group of people live, working together for healthful lifestyles.

Objectives

The student will be able to:

1. describe the characteristics of a healthy community.
2. identify community health helpers.
3. discuss ways to assist health agencies in the promotion of health.

Goal 2

Each student will develop an appreciation for a healthy environment.

Objectives

The student will be able to:

1. define the environment as "everything that is around a person."
2. cite examples of parts of the environment (e.g., air, buildings, trees, water, etc.).
3. list ways individuals can help keep a healthy environment at home and school.
4. define pollution as "to make impure, or not clean."
5. discuss kinds (e.g., air, water, waste) and sources of pollution and their effects on the body.
6. describe ways of protecting one's senses from pollution.

COMMUNITY/ENVIRONMENTAL HEALTH

Grade 4

Goal 1

Each student will learn about health services provided by people and places in the community.

Objectives

The student will be able to:

1. define and describe community health services provided by local and state health departments (e.g., mental health services, hospitals, health agencies, etc.).
2. identify roles of various public health workers.
3. know that health practices contributing to personal well-being also support overall community health.
4. realize that disease prevention is a major role of public and private community health agencies.

Goal 2

Each student will recognize individual and community responsibilities for the prevention and control of environmental problems.

Objectives

The student will be able to:

1. identify different sources of energy.
2. discuss the importance and describe ways of using energy wisely.
3. cite ways in which water can be conserved at home and elsewhere.
4. discuss community procedures and facilities that ensure safe water supplies, proper sewage and trash disposals.
5. discuss the health problems associated with water, sewage and trash pollution.

COMMUNITY/ENVIRONMENTAL HEALTH

Grade 5

Goal 1

Each student will be aware of the activities and programs of community health workers.

Objectives

The student will be able to:

1. discuss the relationship of community health and an individual's well-being.
2. identify current community health issues.
3. list services various community health specialists provide.

Goal 2

Each student will develop an understanding of common pollutants in the environment and how to control their effects.

Objectives

The student will be able to:

1. define environment.
2. discuss sources of indoor pollution (e.g., smoke, carbon monoxide, insulation gas, etc.).
3. list sources and methods for dealing with solid waste disposal.
4. discuss the impact of land pollution and describe methods to prevent further land pollution.
5. explain the relationship between environmental changes and increasing population.
6. discuss the importance of natural resources and their impact on human health.

COMMUNITY/ENVIRONMENTAL HEALTH

Grade 6

Goal 1

Each student will have an understanding of the need for various agencies promoting the health and well-being in the community.

Objectives

The student will be able to:

1. identify volunteer health agencies, treatment centers and organizations promoting specific health issues in the community.
2. discuss how a group or individual can implement a program focusing on a specific health issue within the school setting.
3. explain the needs for standards in health services.

Goal 2

Each student will recognize that maintaining a healthy environment is a shared responsibility.

Objectives

The student will be able to:

1. identify some common pollutants in the environment (e.g., air, water, noise pollutants, insecticides, solid waste, radiation).
2. explain the effects of environmental practices on well-being.
3. describe ways in which improving the environment can enhance physical, mental and social health.
4. discuss ways in which individual and group efforts can contribute towards a healthful environment.

COMMUNITY/ENVIRONMENTAL HEALTH

Grades 7 and 8

Goal 1

Each student will develop an understanding of the various organizations and services available for health promotion and maintenance.

Objectives

The student will be able to:

1. identify local resources available to meet specific community needs on various health issues for people of different age groups.
2. describe community efforts to prevent and control disease and to promote health.
3. discuss the responsibilities of the state and federal government in promoting healthful living conditions.
4. understand that individuals need to cooperate with one another to identify and solve health problems within a community.

Goal 2

Each student will realize that maintaining a healthful environment is a shared responsibility.

Objectives

The student will be able to:

1. describe the impact technology has on the environment and human health.
2. identify local, state and federal agencies that promote or affect environmental health.
3. discuss an individual's responsibility for preserving a healthy environment.

Goal 3

Each student will have an understanding of the different types of pollution and how they affect healthful living.

Objectives

The student will be able to:

1. compare the origins and consequences of various types of air, water and land pollution.
2. recognize the effects of noise pollution on well-being.

3. list potential cancer causing substances (carcinogens) in our environment.
4. discuss sources of radiation.
5. recognize that many environmental control measures have greatly reduced human illness.

COMMUNITY/ENVIRONMENTAL HEALTH

Grades 9 and 10

Goal 1

Each student will have an understanding of significant health concerns in given communities.

Objectives

The student will be able to:

1. identify major community health needs.
2. discuss the importance of public health programs.
3. be familiar with major health efforts designed to improve the health of the community.
4. identify and describe the characteristics of a healthful community.
5. identify laws which protect the public's health.
6. research and explain a current health strategy aimed at improving the health of a community.

Goal 2

Each student will realize there are many environmental factors that have either a direct or indirect effect on the health of the individual and on society.

Objectives

The student will be able to:

1. identify environmental problems which affect the health of individuals, communities and society (e.g., air, water pollution, hazardous and solid waste disposal, pesticides, lead, mercury, asbestos, radiation, noise pollution).
2. explain how environmental problems influence the quality of life and well-being of society.
3. discuss ways of preserving a healthy environment in the school and community.
4. describe how personal and family lifestyles affect the environment.
5. recognize that government regulation of environmental quality is not fully accepted by various groups in this society.

COMMUNITY/ENVIRONMENTAL HEALTH

Grades 11 and 12

Goal 1

Each student will recognize how community health resources contribute to health promotion.

Objectives

The student will be able to:

1. identify community health resources available for preventing, controlling and treating various health problems.
2. explain the purpose and role of voluntary agencies.
3. explain the role of professional health associations.
4. discuss the roles of state, federal and world health organizations in promoting healthful living.

Goal 2

Each student will realize that the solutions to environmental problems are often complex and difficult to resolve.

Objectives

The student will be able to:

1. identify how individual, community and government agencies can protect and improve the environment.
2. identify those agencies that are responsible for protecting the environment (e.g., EPA, PCA, etc.).
3. discuss individual, community and national strategies for improving the environment.
4. predict what the environment will be like in 50 years, if people continue to make positive environmental changes.
5. consider the consequences to future generations, if positive environmental changes are not carried out or enforced.

COMMUNITY HEALTH RESOURCES

State

North Dakota State Department of Health
and Consolidated Laboratories
600 East Boulevard Avenue
Bismarck, ND 58505-0200
(701) 224-2370

Agency includes all areas of community health services, including disease control, health promotion and education, health services, maternal and child health care, dental health, consumer protection and environmental health. Write or call for information on materials regarding community, environmental and safety education.

ENVIRONMENTAL HEALTH RESOURCES

National

Environmental Protection Agency
Public Information Center
Room PM 211-B
401 M Street Southwest
Washington, DC 20460
(202) 829-3535

Public information materials on such topics as hazardous wastes, school asbestos projects, air and water pollution, pesticides, acid rain and drinking water are available. Offers information on the agency and its programs and activities, lists books on environmental issues for young people (K-12).

Regional

U.S. Environmental Protection Agency
Region VIII
999 - 18th Street, Suite 500
Denver, CO 80202-2405

Offers a resource index listing all environmental education resource materials available at no charge from EPA and other agencies and organizations. They also have an EPA Speakers Bureau, for classroom presentations. Contact CeCe Forget, Youth Environmental Education Coordinator for Region VIII. (800) 525-3022, Ext. 1584.

State

North Dakota State Department of Health
and Consolidated Laboratories
Environmental Health Section
1200 Missouri Avenue, P.O. Box 5520
Bismarck, ND 58502-5520
(701) 224-2374

State agency with information and pamphlets on environmental enforcement, air, radiation, noise pollution, waste management, water supply and pollution control.

Curricular Materials

Garbage in America. Refuse Industry Productions, Inc., P.O. Box 1011, Grass Valley, CA 95945. (916) 272-7289. A complete waste management curriculum for grades K-12.

INTRODUCTION TO PERSONAL AND CONSUMER HEALTH

The state of a person's health is invariably the result of the interplay among three major factors: environment, heredity, and personal lifestyle. Of these, it is through lifestyle--habits and behaviors--that a person directly influences the state of his or her own health.

Mortality data indicate the importance of lifestyle. Of the ten leading causes of death in the United States, at least seven could be reduced substantially if persons at risk changed their health behavior. The realization that each person is largely responsible for the status of his or her own health is a significant step in achieving and maintaining fitness and total well-being. Carrying out this responsibility involves not only making critical choices in terms of one's lifestyle but also choosing among a vast array of medical and health-related services, products, and personnel. This combination of services, products, and personnel forms perhaps the fastest growing industry in the United States today, the health industry.

Health-related information is widely disseminated via the media today, but the individual should be able to discriminate between what is valid and what is not. A person should be capable of identifying authorities on health, the various means of access into the health care system, and community public health resources. Students must acquire a certain level of sophistication in decision making by the time they reach adulthood.

Specific goals of the personal and consumer health strand aim toward individual responsibility to maintain and promote ones health and prevent illness, and are twofold in nature: The first, emphasizes personal health care practices of hygiene, dental health and leisure time activities; second, the responsibility of choosing health products and services, based on valid criteria.

PERSONAL AND CONSUMER HEALTH

Kindergarten

Goal 1

Each student will promote health and prevent illness by practicing good health care procedures.

Objectives

The student will be able to:

1. discuss factors that promote health, growth, and self-esteem.
2. recognize the importance of balancing rest, relaxation and activity.
3. assume responsibility for personal grooming and cleanliness habits.
4. demonstrate ways to brush, floss and care for teeth.
5. demonstrate healthful sitting and standing postures.

Goal 2

Each student will develop an understanding of health resources.

Objectives

The student will be able to:

1. define and identify some common health products in the home.
2. identify health services.

PERSONAL AND CONSUMER HEALTH

Grade 1

Goal 1

Each student will follow health care practices that prevent illness and maintain health.

Objectives

The student will be able to:

1. discuss ways to promote personal cleanliness, improve appearance and reduce transmission of disease.
2. be aware of the relationship between physical activity and muscular development.
3. be able to recognize fatigue and identify ways to rest and relax.
4. discuss the relationship between physical and mental health.
5. recognize necessity to cleanse hands, hair and body as basic hygiene steps to healthful living (e.g., control of bacteria, lice, germs).

Goal 2

Each student will have an awareness of how the body systems work.

Objectives

The student will be able to:

1. recognize that the brain directs all activities of the body.
2. identify the location and purpose of the five senses.
3. discuss types, functions, and care of teeth.
4. identify and describe the functions of the heart.

Goal 3

Each student will develop an understanding of health resources.

Objectives

The student will be able to:

1. identify health helpers in the community.
2. discuss roles and services of health helpers.

PERSONAL AND CONSUMER HEALTH

Grade 2

Goal 1

Each student will develop an appreciation of and responsibility for a healthy body.

Objectives

The student will be able to:

1. cite examples of the ways individuals grow physically, socially, emotionally and mentally.
2. realize they have choices to make concerning personal health practices and fitness behaviors.
3. recognize the need for rest and quiet activities.
4. describe health and safety practices for the five senses.
5. realize the need to strengthen the heart through exercise.
6. identify, locate and describe major organs in the human body.
7. discuss the need for periodic health check ups.
8. define plaque, describe process of development of tooth decay, and explain dental health prevention programs (e.g., brushing, flossing, fluoride).

Goal 2

Each student will develop an understanding of health services.

Objectives

The student will be able to:

1. discuss various health check-ups and services.
2. recognize the need for periodic health check-ups by qualified personnel.

PERSONAL AND CONSUMER HEALTH

Grade 3

Goal 1

Each student will have an understanding of how positive health and lifestyle decisions can affect daily living.

Objectives

The student will be able to:

1. explain how health affects performance.
2. discuss how body hygiene and good posture affects the body and self-image.
3. identify and follow practices promoting good grooming.
4. give examples of physical activities in daily routine.
5. recognize the importance of regular dental visits.

Goal 2

Each student will develop an appreciation of how the body works.

Objectives

The student will be able to:

1. identify and describe the functions of the skeletal and muscular systems.
2. review the sensory organs, their functions and the need for periodic check-ups.
3. demonstrate good dental habits and review correct brushing and flossing techniques, discuss safety practices and emergency procedures to follow with dental injury.
4. recognize and accept individual differences, including personal handicapping conditions.
5. explain the importance of the skin.

Goal 3

Each student will develop an understanding of choosing health products based on valid criteria.

Objectives

The student will be able to:

1. list commonly purchased health products.
2. discuss the impact of advertising on the use of health products and services.
3. explain ways television influences product choices.
4. discuss factors which influence the accuracy of health information.

PERSONAL AND CONSUMER HEALTH

Grade 4

Goal 1

Each student will recognize that total health is a condition and a process.

Objectives

The student will be able to:

1. recognize and accept that each individual has a unique rate of growth and development.
2. develop a health plan, setting priorities for personal health care, and rewarding positive health behaviors.
3. discuss how work, rest, sleep, exercise, good posture, hygiene, play and nutrition promote well-being.
4. define, identify and discuss inherited characteristics and the role it plays in one's own growth and development rate.
5. identify and discuss the importance of good hygiene practices.

Goal 2

Each student will develop an appreciation of how the body works.

Objectives

The student will be able to:

1. identify and describe functions of circulatory and nervous systems.
2. discuss characteristics, functions and care of the skin.
3. review information on types of functions, care of teeth and preventive dental health measures, including need to wear protective mouth guards during contact sports.

Goal 3

Each student will recognize the various factors that influence health choices.

Objectives

The student will be able to:

1. recognize that emotions, family practices and values influence selection and use of health information, products and services.
2. identify questionable health-related practices.
3. be aware of who provides a service and why products are sold.

PERSONAL AND CONSUMER HEALTH

Grade 5

Goal 1

Each student will develop an understanding that personal health practices have an effect on social, mental, emotional and physical well-being.

Objectives

The student will be able to:

1. discuss how diet and exercise affect body composition.
2. identify benefits of a regular exercise program, both aerobic and anaerobic.
3. discuss the physical, social, emotional and mental benefits of good grooming and hygiene practices.
4. recognize individual differences in rate of growth and development, and in the need for tolerance and kindness for others, during the adolescent growth period.

Goal 2

Each student will demonstrate an understanding of how the body works.

Objectives

The student will be able to:

1. identify and describe functions and care of the respiratory system.
2. identify and describe functions and care of the digestive and excretory systems.
3. review information on types of functions, care of teeth and preventive dental health measures.

Goal 3

Each student will be capable of making wise health choices of products and services, based on valid criteria.

Objectives

The student will be able to:

1. analyze label information and explain how that information can be used in selecting health products.
2. differentiate between health quackery and legitimate health information and services.
3. cite differences in over-the-counter and prescription health products and understand the importance of following directions.

PERSONAL AND CONSUMER HEALTH

Grade 6

Goal 1

Each student will recognize the components of healthy lifestyles and assume personal responsibility for health decisions.

Objectives

The student will be able to:

1. realize the significance of a personal stress management plan.
2. recognize the importance of having an ongoing exercise plan suited to personal needs or limitations.
3. appreciate the effect of grooming on interpersonal relationships, discussing benefits of daily hygiene practices.
4. explain the benefits of getting adequate rest and sleep.
5. cite basic nutritional guidelines to follow for a healthy life.
6. be sensitive to environmental issues that affect health.
7. describe a personal plan of dental health, and explain the relationship between tobacco use and oral cancer.

Goal 2

Each student will have an understanding of how the body works.

Objectives

The student will be able to:

1. identify and describe the functions and care of the endocrine system.
2. describe the functions of the immune system.

Goal 3

Each student will recognize that scientific knowledge and understanding are the basis for selecting and utilizing effective health services.

Objectives

The student will be able to:

1. identify various reliable sources of health information.
2. discuss the media influences and techniques used to advertise food, tobacco, alcohol and health-related products.
3. evaluate accuracy of product claims.
4. examine reasons for selection and use of health-related products and services.

PERSONAL AND CONSUMER HEALTH

Grades 7 and 8

Goal 1

Each student will recognize the importance of following health care practices to prevent illness and maintain health.

Objectives

The student will be able to:

1. recognize the impact health habits have on stress levels and demonstrate appropriate stress management techniques.
2. examine fad behavior, analyzing it as a force affecting health decisions.
3. describe common causes of skin problems and explain how good nutrition, adequate sleep, regular exercise and good hygiene relate to healthy skin.
4. describe necessary hygiene practices that accompany changes in puberty.
5. cite reasons for having periodic dental examinations.
6. discuss reasons for orthopedic screenings.
7. outline a personal fitness program.

Goal 2

Each student will have an understanding of how the body works.

Objectives

The student will be able to:

1. review the body systems, identifying major organs in each and describe the functions of the systems.
2. discuss how the body systems are interdependent on each other.

Goal 3

Each student will recognize that a number of intellectual and emotional factors influence the selection of health products and services.

Objectives

The student will be able to:

1. identify criteria for the selection of appropriate health-related products or services.
2. analyze health-related products and services in terms of cost, quality, warranty and availability.

3. be aware of and discuss the implications of information on the use of prescription and over-the-counter health products.
4. evaluate advertising techniques, citing examples of questionable or misleading appeals used by advertisers.

Goal 4

Each student will be aware that the selection and utilization of health resources involves careful analysis and decision-making skills.

Objectives

The student will be able to:

1. identify consumer protection agencies.
2. discuss criteria involved in becoming an "intelligent health consumer."
3. cite reasons why some people are susceptible to media influence in making health-related decisions.
4. demonstrate the ability to think critically and act upon concerns about ineffective health products or services.
5. compare and contrast medical diagnosis and self-diagnosis; cite reasons why self-diagnosis and treatment can be dangerous.
6. identify examples of health quackery and faddism, cite possible dangers and how to report fraudulent services or products.

PERSONAL AND CONSUMER HEALTH

Grades 9 and 10

Goal 1

Each student will develop an understanding of personal health and how to maintain personal wellness and hygiene.

Objectives

The student will be able to:

1. define "wellness" as a "state of well-being in total fitness, including physical, emotional, social and mental health."
2. define and discuss prevalence, causes and prevention of common lifestyle diseases.
3. understand that a positive self-concept, emotional stability, and good personal value system helps guide individual responsibility and decisions for wellness.
4. examine and discuss common health concerns found during adolescence (e.g., acne, voice changes, fatigue, body odor).
5. review individual differences in rate of growth and development and discuss the need for tolerance and kindness with others during the adolescent growth period.
6. cite the benefits of exercise, sleep, good nutrition, rest and relaxation on physical, social, emotional and mental wellness.
7. understand that correct body mechanics relate to personal health.

Goal 2

Each student will realize that sound decision making regarding the selection, purchase and utilization of health products and services requires accurate and reliable information.

Objectives

The student will be able to:

1. identify and analyze sources of health information for accuracy, reliability and validity.
2. cite various current health fads and evaluate the possible misconceptions on one's health.
3. discuss information on types and sources of both private and community health and dental care facilities.
4. analyze advertising techniques, citing examples of accurate, deceptive or misleading advertisements.
5. discuss quackery, health conditions most susceptible to it, and dangers of quackery to self, family and society.
6. interpret information related to prescription and over-the-counter drugs, citing consequences of not following specified directions.
7. describe hazards of self-diagnosis and self-treatment.

PERSONAL AND CONSUMER HEALTH (continued)
Grades 9 and 10

8. explain difference between generic and brand name products.
9. demonstrate how one can improve decision-making skills relating to consumer health by establishing criteria for determining when advertising is accurate, deceptive or misleading.

PERSONAL AND CONSUMER HEALTH

Grades 11 and 12

Goal 1

Each student will recognize that there is an interrelationship among physical, mental, emotional and social factors which determines levels of well-being.

Objectives

The student will be able to:

1. design and implement a personal health plan, involving physical, mental, emotional and social factors, adapting to lifelong needs.
2. recognize social forces and norms that exert both positive or negative influences on health practices, including fitness and diet.
3. apply principles of energy balance to the planning of a diet and activity pattern which will result in healthy body weight and composition.
4. recognize the impact significant people have on the health lifestyles of others.
5. recognize personal responsibility for a lifetime fitness program.

Goal 2

Each student will develop an understanding of organizations and laws that protect the health consumer.

Objectives

The student will be able to:

1. identify valid sources of assistance available to the consumer, at the local, state and federal level.
2. list various volunteer health agencies and how they can assist the consumer.
3. know about a wide variety of career choices available in personal health promotion and fitness.
4. discuss state and federal laws and regulations that protect the consumer.
5. discuss reasons for and process of filing a consumer complaint.
6. describe consumer rights and responsibilities.
7. analyze techniques used to promote health-related products and services, including insurances.

Goal 3

Each student will develop a responsible personal health plan.

Objectives

The student will be able to:

1. recognize responsibility in seeking and participating in personal health care.
2. demonstrate the ability to apply valid criteria when selecting health related products or services, such as fitness equipment, exercise programs, body building, weight loss programs and alternative healing practices.
3. demonstrate an assertive attitude as a consumer wanting better and more responsible health products and services.
4. compare cost of prevention versus treatment of different health problems.
5. discuss ways to finance health care and cite ways to cut costs.

PERSONAL HEALTH RESOURCES

National

Acne Helpline
(800) 235-ACNE

Provides answers to telephone questions about acne.

American Dental Association
211 East Chicago Avenue
Chicago, IL 60611
(800) 621-8099

Provides K-12 teaching curriculums on dental health.

National Wellness Institute
University of Wisconsin
Stevens Point
South Hall
Stevens Point, WI 54481

Holds wellness conferences, workshops; has resources, catalogs, publications.

State

North Dakota State Department of Health
and Consolidated Laboratories
600 East Boulevard Avenue
Bismarck, ND 58505-0200

--Coordinator Dental Health Program (701) 224-2356
--Division of Maternal and Child Health (701) 224-2493
--Division of Health Education and Promotion (701) 224-4514

CONSUMER HEALTH RESOURCES

National

Consumer Education Research Center
P.O. Box 336
South Orange, NJ 07079
(201) 762-6714

Researches and publishes consumer education materials.

Consumer Information Center
Pueblo, CO 81009

Distributes consumer publications on topics such as children, food and nutrition, health, exercise and weight control. Write for free consumer information catalog.

Consumer Product Safety Commission
Washington, DC 20207
(800) 638-CPSC

Evaluates safety of products sold to the public. Provides printed materials on different aspects of consumer product safety.

Food and Drug Administration
Office of Consumer Affairs
5600 Fishers Lane
Rockville, MD 20857
(301) 443-3170

Answers consumer inquiries and serves as a clearinghouse for its consumer publications.

State

Consumer Fraud Division
Office of Attorney General
600 East Boulevard Avenue
Bismarck, ND 58505-0040
(800) 472-2600

Handles complaints on consumer purchasing; gives consumerism presentations to schools, and civic groups; has pamphlets, information and consumer survival manual for distribution.

INTRODUCTION TO NUTRITION EDUCATION

Recent studies of nutritional status and food consumption suggest that many Americans are not making well-informed food choices. Young children, teens, pregnant women and the elderly are the most vulnerable to the effects of an inadequate diet. According to estimates, 15 million Americans are overweight to a degree that could impair their health.

Eating habits which help build, maintain and protect good health are not acquired naturally--they must be learned. It is important to provide students with nutrition knowledge, and a positive attitude toward food during their early school years. This will assist them in making wise, responsible food choices directly related to their well-being.

Eating a daily diet, selected from a variety of foods that provide adequate nutrients for the maintenance of health, and balancing caloric intake with energy needs are life goals promoted by providing students with accurate and sequential nutrition information.

NUTRITION EDUCATION

Kindergarten

Goal 1

Each student will become familiar with a wide variety of foods.

Objectives

The student will be able to:

1. discriminate between food and nonfood items.
2. identify a variety of foods that could be eaten for breakfast, lunch, dinner, and snacks.
3. identify animal vs. plant sources of foods.
4. recognize that foods differ in taste, texture, smell, sight and sound.

Goal 2

Each student will recognize the relationship between food and personal health.

Objectives

The student will be able to:

1. recognize that the body needs food for growth and energy.
2. explain the importance of breakfast.
3. identify foods which promote tooth decay.

Goal 3

Each student will recognize the importance of positive eating behaviors.

Objectives

The student will be able to:

1. demonstrate table manners appropriate for this age group.
2. realize that cleanliness is important before, during and after mealtimes.
3. explain the importance of regular meals.

NUTRITION EDUCATION

Grade 1

Goal 1

Each student will recognize that individuals throughout life require the same basic foods but in varying amounts.

Objectives

The student will be able to:

1. explain that children grow in the same general way, but at different rates.
2. recognize that the body needs energy from food for growth, maintenance, repair, and activity.

Goal 2

Each student will recognize the relationship between food and personal health.

Objectives

The student will be able to:

1. identify healthy snacks.
2. recognize that healthy snacks and breakfasts can be quickly, and simply prepared.
3. recognize high- and low-fat foods.

Goal 3

Each student will recognize the various influences on food choices.

Objectives

The student will be able to:

1. identify that eating is a social practice that meets needs such as companionship, belonging, etc.
2. recognize proper mealtime behavior.
3. recognize the importance of trying different foods.

NUTRITION EDUCATION

Grade 2

Goal 1

Each student will understand how to make healthy food choices.

Objectives

The student will be able to:

1. list the four basic food groups.
2. identify foods within each of the four basic food groups.
3. plan and prepare snacks that do not promote tooth decay.

Goal 2

Each student will recognize that individuals throughout life require the same basic foods but in varying amounts.

Objectives

The student will be able to:

1. recognize that snacks chosen from one or more of the four basic food groups are part of a healthy diet.
2. recognize that school lunch provides a balanced meal based on the four basic food groups.

Goal 3

Each student will recognize the relationship between food and personal health.

Objectives

The student will be able to:

1. explain that the body functions best when food intake is distributed throughout the day.
2. explain that the body uses more energy when running than when walking or sitting.
3. distinguish between high- and low-fat foods.
4. recognize the relationship between eating habits and tooth decay.
5. recognize the role of bacteria in food safety.

NUTRITION EDUCATION

Grade 3

Goal 1

Each student will recognize the relationship between food, nutrition and personal health.

Objectives

The student will be able to:

1. recognize that nutrients are substances supplied by food that are needed by the body and are released as food is digested.
2. understand that energy supplied to the body is measured in calories.
3. distinguish between high- and low-salt foods.
4. recognize the need for regular eating habits.

Goal 2

Each student will know how to make healthy food choices.

Objectives

The student will be able to:

1. understand that some foods may be classified in more than one of the four basic food groups (e.g., pizza, casserole).
2. identify snacks which are high in nutrients in relation to calories.
3. identify the nutrition label on a food product.
4. plan and prepare nutritious breakfasts.

Goal 3

Each student will recognize the various influences on food choices.

Objectives

The student will be able to:

1. recognize that friends and family influence food choices.
2. understand that people may eat to satisfy psychological needs such as love, security, sense of belonging, etc.
3. recognize that food purchasing and eating behavior may be influenced by advertisements.
4. recognize that school food service provides balanced meals based on local food customs.

NUTRITION EDUCATION

Grade 4

Goal 1

Each student will recognize the relationship between food, nutrition and personal health.

Objectives

The student will be able to:

1. define nutrient and specify functions of the six major classes of nutrients.
2. recognize the variety of vitamins and minerals.
3. identify the major nutrients found in each of the four basic food groups.
4. recognize that some foods supply more energy (calories) than others.
5. explain that food must be digested before it can be used by the body.
6. recognize the factors that contribute to being overweight or underweight.
7. recognize the health risks of being excessively overweight and/or underweight.
8. explain the relationship between sodium and high blood pressure.

Goal 2

Each student will recognize that individuals throughout life require the same basic nutrients but in varying amounts.

Objectives

The student will be able to:

1. explain that well-balanced diets for all persons include the minimum number of servings of a specific size from each of the four basic food groups.
2. explain that people need different amounts of food depending on age and physical activity of the individual.
3. recognize that nutritious snacks can help meet the required number of servings from the four basic food groups.

Goal 3

Each student will recognize the various influences on food choices.

Objectives

The student will be able to:

1. recognize personal responsibility in making food choices.
2. recognize that obesity can influence how one is treated by others which can affect that person's self-concept.

NUTRITION EDUCATION

Grade 5

Goal 1

Each student will understand the relationship between food, nutrition and personal health.

Objectives

The student will be able to:

1. classify foods according to their basic nutrients.
2. identify caffeine as a stimulant and explain how large intakes of caffeine can affect a person's health.
3. define fiber and explain its role in health.
4. recognize that vitamin supplementation is not a substitute for an adequate, balanced diet.
5. identify the energy yielding nutrients: carbohydrate, fat and protein.
6. explain that fat is the most concentrated energy source and that the body stores unused calories as fat.

Goal 2

Each student will recognize that individuals throughout life require the same basic nutrients but in varying amounts.

Objectives

The student will be able to:

1. discuss number and size of servings within each food group to meet Recommended Dietary Allowances.
2. explain that growing children and teenagers need more nutrients and calories than young children.
3. recognize that an individual's nutrient requirements are influenced by many factors.

Goal 3

Each student will recognize the various influences on food choices.

Objectives

The student will be able to:

1. recognize that learning about nutrition is important because humans do not instinctively select a nutritious diet.
2. recognize that attitude affects the willingness to change or improve eating habits.

NUTRITION EDUCATION

Grade 6

Goal 1

Each student will understand the relationship between food, nutrition and personal health.

Objectives

The student will be able to:

1. recognize that the major factor influencing body weight is the balance between calories consumed and expended.
2. recognize that megadoses (10 times the RDA) of vitamins may produce harmful affects.
3. explain that alcohol is a source of calories, does not contain any vitamins, minerals or protein, and can influence how the body uses nutrients.
4. explain the importance of adequate calcium and iron, identify food sources, and recommended servings to meet RDA.
5. define obesity and explain its role in hypertension and heart disease.

Goal 2

Each student will understand how to make good food choices.

Objectives

The student will be able to:

1. obtain a variety of information from a food label.
2. define the term "food additive" and recognize that the two most common food additives are salt and sugar.
3. explain the labeling laws pertaining to fortified foods and foods for which a nutritional claim is made.
4. identify nutritious snacks one can select from vending machines.

Goal 3

Each student will recognize the various influences on food choices.

Objectives

The student will be able to:

1. give examples of media messages containing misleading or incomplete nutrition information.
2. recognize that food costs influence food choices.
3. recognize how time and convenience influences the extent to which an individual eats in fast food restaurants and how this relates to nutrient intake.

NUTRITION EDUCATION

Grades 7 and 8

Goal 1

Each student will recognize the relationship between food, nutrition and personal health.

Objectives

The student will be able to:

1. evaluate the nutritional quality of various weight loss plans.
2. explain how food is digested and absorbed as nutrients.
3. define and discuss anorexia nervosa and bulimia.
4. explain the relationship between sugar and dental caries, a low nutrient diet, and weight control.
5. explain the relationship between sodium and hypertension.
6. explain the relationship between dietary fat and cholesterol and heart disease.
7. identify sources of fat, cholesterol, sugar and sodium.
8. recognize the athlete's increased need for calories and water.
9. discuss factors relating to obesity and overweight, and the social, emotional, and physical implications.

Goal 2

Each student will understand how to make healthy food choices.

Objectives

The student will be able to:

1. plan and prepare nutritious snacks.
2. evaluate the nutritional adequacy of their own diet based on the four basic food groups.
3. plan lunches based on school lunch requirements.
4. identify the nutritional differences in various "fast foods."

Goal 3

Each student will recognize the various influences on food choices.

Objectives

The student will be able to:

1. understand the influence of peers, family, religion, tradition, climate, and geography on food choices.
2. recognize that evaluating and improving one's diet is the personal responsibility of each individual.
3. recognize that a person's body image can influence eating habits.
4. identify dietitians and licensed nutritionists as reliable sources of nutrition information.
5. define "food fallacy" as an incorrect assumption about food.
6. give examples of techniques used by food companies to sell food products.

NUTRITION EDUCATION

Grades 9 and 10

Goal 1

Each student will understand the relationship between food, nutrition and personal health.

Objectives

The student will be able to:

1. evaluate personal food selection using a variety of guidelines (e.g., basic food groups, Dietary Guidelines).
2. cite principles and benefits of following the Dietary Guidelines for Americans.
3. discuss health problems associated with deficiencies of various nutrients.
4. discuss activity, metabolic rate and caloric intake in relation to changes in body composition.
5. discuss eating disorders such as anorexia nervosa, bulimia and compulsive eating.

Goal 2

Each student will understand how to make healthy food choices.

Objectives

The student will be able to:

1. use food labels to evaluate the nutritional content of foods.
2. select restaurants based on cost, food quality and nutritional considerations.
3. outline the principles of safely and effectively losing body fat.

Goal 3

Each student will recognize the various influences on food choices.

Objectives

The student will be able to:

1. compare cost, flavor and convenience of packaged (fabricated) foods vs. traditional foods.
2. explain how a person's body image and self-esteem will influence eating habits.

NUTRITION EDUCATION

Grades 11 and 12

Goal 1

Each student will understand that individuals throughout life require the same basic nutrients but in varying amounts.

Objectives

The student will be able to:

1. discuss the special nutritional needs of pregnancy.
2. recognize that the nutritional needs for athletes are essentially the same as nonathletes, except for water and calories.
3. discuss physical and psychological aspects of infant/toddler feeding.
4. identify the physical changes of aging which influence nutritional needs and eating habits of the elderly.

Goal 2

Each student will understand the relationship between food, nutrition and personal health.

Objectives

The student will be able to:

1. evaluate nutritional adequacy and safety of popular weight loss plans.
2. identify the causes and symptoms of nutritional deficiency diseases.
3. discuss the Dietary Guidelines for Americans.

Goal 3

Each student will understand how to make good food choices.

Objectives

The student will be able to:

1. evaluate a diet for sugar, sodium, fats, other nutrients and fiber content.
2. understand the principles of a vegetarian diet.
3. analyze personal energy needs, energy expenditure, and energy intake.
4. explain how home preservation techniques affect nutritional quality.
5. plan a balanced diet on a limited budget.

NUTRITION EDUCATION RESOURCES

Listing herein does not necessarily mean State endorsement of any particular program or materials. This is not an inclusive list. Please contact the North Dakota Department of Public Instruction, Nutrition Education and Training Program or North Dakota State Department of Health and Consolidated Laboratories for further resources.

National

AAHPERD
1900 Association Drive
Reston, VA 22091

Write for catalog of K-12 materials.

American Dental Association
Bureau of Health Education and A-V Services
211 East Chicago Avenue
Chicago, IL 60611
(800) 621-8099

Provides program package, pamphlets and resources on diet and dental health K-12.

Education Department
National Livestock and Meat Board
444 North Michigan Avenue
Chicago, IL 60611

Activity kit "A Matter of Facts," contains activities, lessons, reproducible fact sheets and RDA Chart for grades 7-12. $2.95 per kit.

Food and Drug Administration
Office of Consumer Affairs
5600 Fishers Lane
Rockville, MD 20857
(301) 443-3170

Answers consumer inquiries on vitamins, additives, minerals and other nutrition related topics.

Food and Nutrition Information Center
National Agricultural
Library Building
Room 304
Beltsville, MD 20705
(301) 344-3719

Provides information on nutrition education; lends books, journals, and audiovisual materials dealing with food and nutrition.

Minnesota Curriculum Service Center
3554 White Bear Avenue
White Bear Lake, MN 55110
(612) 296-0192

"Food and Nutrition Curriculum Examples, Minnesota Secondary Home Economics." Three-ring binder of nutrition education activities to help students, grades 5-12, develop and expand their knowledge, identify problem situations and make decisions that promote their well-being. $18.00.

National Dairy Council
6300 North River Road
Rosemont, IL 60018-4233
(312) 696-1860 Ext. 220

Provides nutrition education materials: Write for a catalog or contact State Association.

Nutrition Education
San Jose Unified School District
250 Stockton Avenue
San Jose, CA 95126

Publishes pamphlet "Please Pass the Nutrition," eight times a year. Includes up-to-date articles and recommended resources.

U.S. Department of Agriculture
Human Nutrition Information Service
Room 353
650 S Belcrest Road
Hyattsville, MD 20782

Provides packet of information booklets on nutrition and your health--"Dietary Guidelines and Your Diet."

State

American Diabetes Association of North Dakota
P.O. Box 234
Grand Forks, ND 58206
(800) 666-6709

Write for publications.

American Heart Association
Dakota Affiliate
P.O. Box 1287
Jamestown, ND 58402
(800) 532-8688

American Red Cross
Territorial Manager
North Star Territory
P.O. Box 944
Jamestown, ND 58402-0944
(701) 252-6746

K-12 print materials. Write for information.

Sharon Buhr
Public Health Nutritionist/Dietitian
Mercy Hospital, 570 Chautauqua Blvd.
Valley City, ND 58072
(701) 845-0440

Has K-6 program, "Young People's Healthy Heart Program" and "Fit It Together," a program for the overweight child, grades 3-6. Programs consist of lesson plans, hand-outs and teacher inservice.

North Dakota Dairy Council
4023 North State Street
Bismarck, ND 58501
(701) 224-3134

Teaching materials for the classroom (K-12), catalog includes descriptions of the many resources and visual aids on free loan.

North Dakota Department of Public Instruction
Child Nutrition and Food Distribution Programs
Nutrition Education and Training Program
600 East Boulevard Avenue
Bismarck, ND 58505-0440
(701) 224-2294

Teaching materials and activities for classroom use.

North Dakota Pork Producers Council
RR 1, Box 135
Leith, ND 58551

"Power Packed Nutrition" educational program on nutrient density for intermediate and junior high students. Comes complete with software for Apple II computers, teachers guide, masters, and poster. Regular cost $14.95, but ordered from above address is $2.00.

North Dakota State Department of Health
  and Consolidated Laboratories
Division of Health Education and Promotion
600 East Boulevard Avenue
Bismarck, ND 58505-0200
(701) 224-4514

Teenage Health Teaching Modules (Grades 7-12) for loan.

INTRODUCTION TO SAFETY AND FIRST AID

Injuries are the leading cause of disability and death among people from the ages of 1 to 24. There are numerous human and environmental factors that can cause injuries, but the majority are preventable.

Students, therefore, should develop a high degree of safety awareness. A continuous, sequential program covering safety, injury prevention and emergency care, including CPR and first aid, can help students learn and practice safe measures to work, play and live in our increasingly complex technological society.

In addition, it will encourage individuals to take steps to correct hazardous conditions, when possible, to follow rules and procedures for safe living and to avoid taking unnecessary risks. Finally, it will provide students with the knowledge needed to apply correct emergency treatment when appropriate.

SAFETY AND FIRST AID

Kindergarten

Goal 1

Each student will have an understanding of potential hazards in the environment.

Objectives

The student will be able to:

1. describe hazards at home, school and on the playground and ways to avoid them.
2. identify poison signs that help people.
3. discuss potentially dangerous objects and list ways to use them safely (e.g., scissors, pencils, knives, machines).

Goal 2

Each student will have an appreciation for safety.

Objectives

The student will be able to:

1. explain what to do if he/she is lost.
2. list names of people who can help in case of accident or injury.
3. discuss and appreciate the importance of having and obeying rules.
4. identify basic traffic signs and signals.
5. explain and demonstrate how, when, and where streets and roads should be crossed.

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SAFETY AND FIRST AID

Grade 1

Goals 1

Each student will have an understanding of safety procedures to follow.

Objectives

The student will be able to:

1. discuss safety rules for riding in a school bus and/or automobile, including use of seat belts.
2. recognize and observe traffic light colors and discuss pedestrian safety rules.
3. explain fire drill procedures and behaviors at home and at school.
4. discuss importance of not eating or drinking unknown substances.
5. name some common poisonous substances and explain the warning stickers on hazardous household products.
6. discuss dangers of getting into a car with a stranger.
7. discuss reasons for avoiding stray or unknown animals.

Goal 2

Each student will have an understanding of basic steps to follow in an emergency.

Objectives

The student will be able to:

1. explain basic steps to follow if injured at home or in school (e.g., go for help).
2. be able to dial a local emergency number in case of an accident or injury.
3. discuss basic information that should be communicated in an emergency.

SAFETY AND FIRST AID

Grade 2

Goal 1

Each student will develop an understanding of rules and procedures recommended for safe living.

Objectives

The student will be able to:

1. discuss safety precautions to observe around water, including ice.
2. describe and demonstrate bicycle safety.
3. identify hazards that could injure the eyes, mouth and ears.
4. discuss electricity safety.
5. identify rules for fire safety, including safety with matches.
6. describe how to answer a telephone call.
7. identify rules for safe use of sharp objects.
8. discuss safety rules to observe in storms and severe weather (e.g., body heat loss, how to dress, frostbite).
9. discuss personal responsibility for one's safety and ways to prevent accidents and injury.

Goal 2

Each student will develop an understanding of basic first aid to use when injured.

Objectives

The student will be able to:

1. review steps to follow in an emergency (e.g., go for help).
2. identify first aid procedures for minor burns.
3. describe first aid procedures for wounds, abrasions, animal and insect bites.

SAFETY AND FIRST AID

Grade 3

Goal 1

Each student will develop an understanding of personal responsibility in leading a safe life.

Objectives

The student will be able to:

1. discuss the dangers of taking dares and reasons why it is unsafe.
2. discuss pedestrian safety.
3. review bicycle safety rules, including day and night safety.
4. identify safety precautions to use while riding in or on a motorized vehicle.
5. recognize and obey safety personnel (e.g., police officers, fire fighters, school safety patrol).
6. review home fire prevention and escape plans.

SAFETY AND FIRST AID

Grade 4

Goal 1

Each student will have an understanding of rules and procedures recommended for safe living.

Objectives

The student will be able to:

1. discuss cause and prevention of home injuries.
2. summarize procedures for escaping from fires.
3. understand the dangers of befriending stray animals.
4. discuss poisonous plants, insect stings and bites.
5. discuss safety procedures for recreational activities (e.g., flying kites, climbing, swimming, hiking).
6. demonstrate bicycle safety, rules of riding and care of equipment, and use of helmets.
7. describe the relationship between accidents, injuries and risk-taking behavior.

Goal 2

Each student will have an understanding of correct and appropriate first aid procedures.

Objectives

The student will be able to:

1. develop a list of numbers and people to contact in case of emergency.
2. discuss basic first aid procedures for bleeding and poisons.
3. recognize the need for responsible adult attention for injuries and accidents.

SAFETY AND FIRST AID

Grade 5

Goal 1

Each student will develop an understanding of the importance of safe practices.

Objectives

The student will be able to:

1. identify safe water and boating practices.
2. describe how to help someone in danger.
3. discuss factors that cause falls and ways to avoid them.
4. cite ways of creating a safe environment.
5. be familiar with safety signs.
6. discuss oral safety (e.g., use of mouth guards).

Goal 2

Each student will develop an understanding of basic first aid steps in emergency situations.

Objectives

The student will be able to:

1. discuss emergency treatment for falls, types of burns.
2. explain procedures to take when someone is choking.
3. discuss what procedures to take with an oral injury (e.g., tooth knocked out).

SAFETY AND FIRST AID

Grade 6

Goal 1

The student will develop an understanding of basic principles of safety.

Objectives

The student will be able to:

1. review basic principles of safety in the home, school, with electricity, motorized equipment and in severe weather.
2. understand the effect of risk-taking behaviors on personal safety.
3. develop a baby-sitters' guide of injury prevention and safety procedures.
4. discuss incidence, causes, frequency of injuries.

Goal 2

The student will develop an understanding of general first aid care.

Objectives

The student will be able to:

1. explain the symptoms of and basic first aid for treating unconsciousness, shock, fractures, fainting and seizures.
2. discuss symptoms and reporting procedures for major health problems such as heart attack and stroke.

SAFETY AND FIRST AID

Grades 7 and 8

Goal 1

Each student will develop an understanding of basic principles of safety.

Objectives

The student will be able to:

1. review safety measures in the home.
2. discuss basic principles for pedestrian and recreational safety.
3. give examples of injuries related to fire sources and smoking.
4. discuss physical, social and emotional factors which contribute to accidents.
5. review safety measures to follow in natural disasters.
6. realize individual responsibility and behavior for observing and enforcing safety regulations and preventing injuries.

Goal 2

Each student will develop an understanding of basic first aid methods to use.

Objectives

The student will be able to:

1. understand CPR emergency care.
2. explain emergency care for bleeding, shock, poisons, burns, sprains, broken bones.
3. identify emergency services and personnel in the community (e.g., type, location, contact persons).

SAFETY AND FIRST AID

Grades 9 and 10

Goal 1

Each student will develop an understanding of responsibility for injury prevention.

Objectives

The student will be able to:

1. analyze the relationship among injuries, stress, emotions and attitudes.
2. discuss individual and community responsibility for accident and injury prevention.
3. understand the relationship of personal and property losses to accidents.
4. discuss safety responsibility in recreational and sporting activities.
5. discuss risk taking activities; types, influences and possible results.
6. identify safety measures related to driving a motor vehicle (e.g., survival kits, safety belts, helmets, etc.).

Goal 2

Each student will develop an understanding of basic elements of emergency and first aid care.

Objectives

The student will be able to:

1. review emergency care procedures for blood loss, shock, sprains, strains, poisoning.
2. review causes and care for respiratory problems (e.g., choking, breathing).
3. review emergency care and CPR for cardiac arrest victim.

SAFETY AND FIRST AID

Grades 11 and 12

Goal 1

Each student will demonstrate an understanding of the benefits of safe living practices.

Objectives

The student will be able to:

1. discuss the economic implications of accidents.
2. recognize characteristics of accident prone individuals.
3. examine the relationship between environmental health and individual safety.
4. recognize problems related to motor vehicle safety.
5. demonstrate responsible and safe behavior in high-risk situations.

Goal 2

Each student will demonstrate an understanding of basic first aid techniques.

Objectives

The student will be able to:

1. demonstrate application of dressings on an injury.
2. review and demonstrate emergency care of respiratory problems.
3. review and demonstrate emergency care of cardiac arrest victims, including CPR.

SAFETY AND FIRST AID RESOURCES

National

American Lung Association
1740 Broadway
New York, NY 10019

Information on respiratory emergency. A 30-minute video entitled "Emergency Action" includes mouth to mouth, CPR, Heimlich Maneuver, poison/drug overdose, severe bleeding, burns, smoke inhalation and frostbite first aid.

Highway Users Federation and Automotive Safety Foundation
1776 Massachusetts Avenue NW
Washington, DC 20036
(202) 857-1251

Information pamphlet on "How Thousands of Lives Can Be Saved" and a 13-minute video available for loan.

National Safety Council
444 N Michigan Avenue
Chicago, IL 60611-3991
(800) 621-7619

Complete educational packets for classroom use. Call for information on topic areas.

U.S. Consumer Product Safety Commission
Central Regional Office
Room 2944
230 S Dearborn Street
Chicago, IL 60604

Teacher's guides, and informational materials on fire, poison safety.

U.S. Department of Transportation
National Highway Traffic
Safety Administration
400 Seventh Street SW
Washington, DC 20590

K-12 Traffic Safety Curriculum and pamphlets. Endorsed by PTA.

State

American Red Cross
Territorial Manager
North Star Territory
P.O. Box 944
Jamestown, ND 58402-0944
(701) 252-6746

Information and curricula on emergency health services.

Child Watch Foundation
Child Guard
P.O. Box 6465
Fargo, ND 58109
(701) 232-9382

Information on Child Watch Foundation, safety education for children.

North Dakota Safety Belt Coalition
P.O. Box 7007
Bismarck, ND 58502
(701) 224-1851

Contact for seat belt curriculum for students, speakers for parents/target groups and information in pamphlet form for parents.

North Dakota State Department of Health
and Consolidated Laboratories
Division of Health Education and Promotion
600 East Boulevard Avenue
Bismarck, ND 58505-0200
(701) 224-4514

North Dakota State Department of Health
and Consolidated Laboratories
Division of Maternal and Child Health
Injury Prevention Program
600 East Boulevard Avenue
Bismarck, ND 58505-0200
(800) 472-2286

"Safe Kids" materials, child passenger safety programs, and general childhood safety materials.

North Dakota State Highway Department
Division of Traffic Safety
608 East Boulevard Avenue
Bismarck, ND 58505-0700
(701) 224-2453

Safety/Seat belt information, pamphlets, teaching resources and curriculum for students K-12, packets of highway signs.

Local

Fire Departments
Police Stations
Red Cross Office
Rape and Abuse Center
Public Health Center
Physicians/Medical Center
Local DUI Task Force
Lung Association